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ABSTRACT

This report presents the findings of the National Council on Educational Research, appointed by President Reagan during the fiscal year 1983 to review the National Institute of Education's (NIE's) 1981-82 grant and contract awards. NIE was established by the General Education Provisions Act of 1972. Part one of this report describes the seven topical areas of research defined in the law (basic educational skills--reading and mathematics; finance, management, and productivity; equal educational opportunities for disadvantaged students; education and the world of work; "nontraditional" students; international education--languages and cultures; and dissemination and implementation) and assesses NIE sponsored research in these categories from 1973 to 1983. After describing NIE's organizational structure, part two reviews 1981-82 grants and awards focusing on research priorities, equity studies, desegregation studies, and bilingual education research. Problems with research jargon, inappropriate research, and the impact of research are reported. It is concluded that educational research funds went into ideological projects to promote social cure-alls, rather than to address the nation's educational needs. Attempts by NIE leadership to change the course of research were hampered by the prior awarding of long-term grants. Appendices contain: (1) Fiscal Years 1981 and 1982--Summary of Expenditures; (2) Recipients of NIE Grants/Contracts; (3) Awards Listed Individually; and (4) Expenditures--U.S. Department of Education, Fiscal Years 1975, 1981, and 1982. (BS)

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ED275753

Seventh Annual Report of The National Council on Educational Research

Fiscal Years 1981 and 1982

Research in Retrospect

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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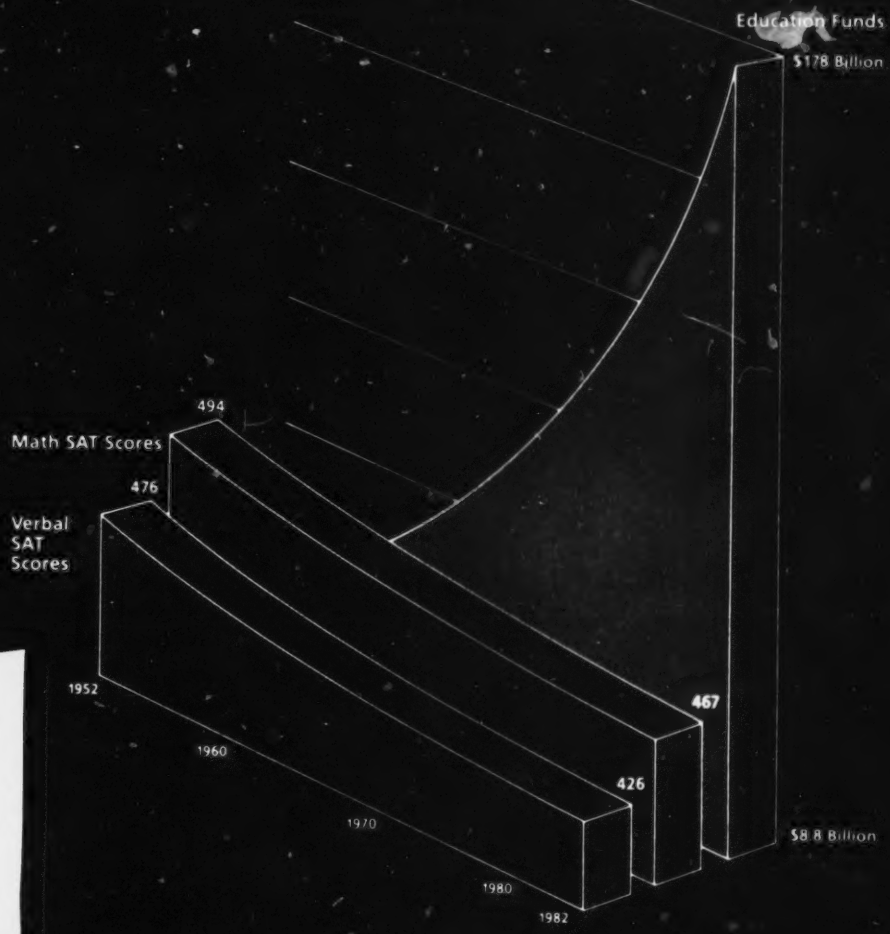

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The current National Council on Educational Research, author of its seventh annual report, had not been sworn in and was not functioning during the fiscal years 1981 and 1982, the period which this report covers. Therefore, the Council has been dependent on the Director's Office at the National Institute of Education to provide materials, including grant and contract information and program expenditure figures for each fiscal year. Information received from different sources and at different times revealed discrepancies in dollar figures, but the National Council on Educational Research has tried to resolve these differences to the best of its ability.

COVER: The graph of SAT scores beginning with 1952 and ending with 1982 reveals a sharp decline in both math and verbal scores. From 1952 to 1966, scores for all candidates (high school sophomores, juniors and seniors) are reflected. From 1967 on, only scores for college bound seniors are included. Ref: College Board Statistics, Sept. 22, 1982.

The "Spike" charts the increase in dollars from 1952 to 1982, which pertains to a combination of public and private elementary, secondary and higher education facilities. Dollar amounts are given for the increase in school expenditures from 1952 to 1982; the inflation factor for the same period has been included.

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The National Council on Educational Research gratefully acknowledges the assistance of Renée Trent, N.C.E.R. Associate, in the preparation of this report.

Statutory Authorization of the National Institute of Education

From Section 405 of the General Education Provisions Act, as amended, 20 U.S. Code 1221e. (Enacted June 23, 1972 and amended through December 31, 1980)

"SEC 405 (a)(1) The Congress hereby declares it to be the policy of the United States to provide every person an equal opportunity to receive an education of high quality regardless of his race, color, religion, sex, age, handicap, national origin, or social class. Although the American educational system has pursued this objective, it has not yet attained that objective. Inequalities of opportunity to receive high quality education remain pronounced. To achieve quality will require far more dependable knowledge about the process of learning and education than now exists or can be expected from present research and experimentation in this field. While the direction of the education system remains primarily the responsibility of State and local governments, the Federal Government has a clear responsibility to provide leadership in the conduct and support of scientific inquiry into the educational process.

"(2) The Congress further declares it to be the policy of the United States to—

"(i) help to solve or to alleviate the problems of, and promote the reform and renewal of American education;

"(ii) advance the practice of education, as an art, science, and profession;

"(iii) strengthen the scientific and technological foundations of education; and

"(iv) build an effective educational research and development system.

"(b)(1) In order to carry out the policy set forth in subsection (a), there is established the National Institute of Education (hereinafter referred to as the 'Institute') which shall consist of a National Council on Educational Research (referred to in this section as the 'Council') and a Director of the Institute (hereinafter referred to as the 'Director'). The Institute shall have only such authority as may be vested therein by this section.

"(2) The Institute shall, in accordance with the provisions of this section, seek to improve education in the United States through concentrating the resources of the Institute on the following priority research and development needs—

"(A) improvement in student achievement in the basic educational skills, including reading and mathematics;

"(B) overcoming problems of finance, productivity, and management in educational institutions;

"(C) improving the ability of schools to meet their responsibilities to provide equal educational opportunities for students of limited English-speaking ability, women, and students who are socially, economically, or educationally disadvantaged;

"(D) preparation of youths and adults for entering and progressing in careers;

"(E) overcoming the special problems of the nontraditional student, including the older student (with special consideration for students over 45) and the part-time student, and the institution which the student attends;

"(F) encouraging the study of languages and cultures and addressing both national and international education concerns; and

"(G) improved dissemination of the results of, and knowledge gained from, educational research and development, including assistance to educational agencies and institutions in the application of such results and knowledge.

"In carrying out this paragraph, the Institute shall give attention to the needs of early adolescents and the schools which serve them. . . ."

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The Honorable Ronald W. Reagan
President of the United States
The White House
Washington, DC 20500

Dear President Reagan:

It is with great pleasure that I as chairman of the National Council on Educational Research (NCER) present this report for distribution. Although the period covered by this study is already part of the past history of the National Institute of Education (NIE), we believe that our findings can be useful in a time of educational reappraisal. It is an established truth that ideas have consequences; and what our report examines may help to illustrate this particular thought. In 1981 and 1982 funds earmarked for educational research went into projects whose aim was a sweeping reconstruction of family and other social relations. The promotion of this aim developed from an agenda that took form during the sixties and seventies among critics of Judaeo-Christian morality, of capitalism, and of traditional social constraints. The attempt by NIE's leadership since 1981 to move away from what increasingly appears to be a discredited effort to impose radical "lifestyles" has been both slow and painful. Because of the prior awarding of long-term grants, NIE's administrators as late as 1982 were forced to accept the consequences of irresponsible decisions that had been made 3, 4, or even 5 years before. The heavy concentration of funding on what was interpreted as equity, bilingualism, and desegregation was something that NIE's current leadership had largely thrust upon them. In all three fields long-term grants had often gone to projects that were blatantly ideological but whose continued funding was legally protected.

By 1983, however, changes in research priorities were perceptible from a review of new grants. This change in direction is obviously a cause for optimism, which the NCER will discuss in a later report dealing with NIE's research activities during 1983. But it may be useful even for those committed to this change in direction to be reminded of the way in which their own institution until recently funded private utopian visions that were presented as research. The involvement of NIE in such funding was far less a cause than a symptom of a flight from reality and from traditional moral values. A unisex and egalitarian society to be engineered by elite planners was, and remains even now, a

favorite fantasy of social scientists who claim to be describing the "inevitable" future. The fantasy evoked is often presented in garbled jargon that is intended to convey scientific seriousness. It is obvious from the examples in this report that educational researchers who lapse into such jargon sometimes deliberately obscure more than they reveal.

As for defiant inventors of dream worlds, they too must ultimately come to terms with reality. Despite the fact that dreamers do have rights to speak out and to receive help from their supporters, there is no justification for making Americans subsidize private fantasies as scientific research.

In the main, American parents are far more concerned with having children literate than with purging them of sexist attitudes. Most American parents wish to see their children prosper by living within the "system," not by overthrowing it. Unlike many of the recipients of educational grants in 1981 and 1982, most Americans have opted for nuclear families, for gender roles, and for courteous children. There is no just reason that citizens of our democracy should have to pay for the propagation of someone else's counterculture, particularly since the transfer of money in this case serves neither a popular mandate nor traditional morality, nor even serious science.

We sincerely hope that NIE will never again allow itself to be guided by that segment of the recent past reviewed here. The available evidence suggests that its new leaders have looked elsewhere for models.

Sincerely,

George Roche

George Roche
Chairman

EDUCATION AND RESEARCH, 1981-1982:

Projects in Pursuit of Purpose

Early Commitment

Commitment to quality education as a vehicle of human progress is deeply ingrained into American culture. Early in our Colonial history—from the establishing of elementary schools by parents so that the children of the Massachusetts Bay Colony could learn to elude the "wiles of that olde Deluder, Satan," to the establishing of Harvard College to train ministers within the colonies—Americans exhibited confidence that education could contribute to the well-being of the citizenry. Such optimism has persisted throughout our national experience. Consider the dedication of land for educational purposes in the Northwest Ordinance of 1787, the initiation of a system of land grant colleges during the nineteenth century, and finally the exponential increase in American efforts to meet the challenges of the modern world through improved education following World War II. When American soldiers returned from the war, they had a GI Bill of Rights to assist their transition to civilian life. In 1958 the National Defense Education Act was adopted to meet the scientific challenge posed by Sputnik. A continuing interest in the improvement of mass education contributed to the establishment of the National Science Foundation and the National Institutes of Health.

Federal Involvement

Since the mid-1960's, Congress has voted Federal money for all levels of schooling. The Elementary and Secondary Education Act of 1965 marked the first substantial direct Federal involvement in nearly every school district in the Nation. Since the late 1960's and early 1970's, Federal involvement increased, with the adoption of additional statutes and eventually with the establishment of the Department of Education.

Although Federal commitments to American schools increased throughout the post-war period, this frequently occurred despite openly expressed reservations. No statement better reflects the ambivalent approach of American leaders toward contemporary education than the opening passages of President Richard Nixon's "Message on Education Reform," delivered to the Congress on March 3, 1970. Even as the President proposed legislation that would eventually establish the National Institute of Education and the National Council on Educational Research, he expressed misgivings about the direction of national education programs. He reminded the Congress:

> American education is in urgent need of reform.
>
> A nation justly proud of the dedicated efforts of its millions of teachers and educators must join them in a searching re-examination of our entire approach to learning.
>
> We must stop thinking of primary and secondary education as the school system alone—when we now have reason to believe that young people may be learning much more *outside* school than they learn in school.
>
> We must stop imagining that the Federal Government has a cohesive education policy during a period of explosive expansion—when our Federal education programs are largely fragmented and disjointed, and too often administered in a way that frustrates local and private efforts.
>
> We must stop letting wishes color our judgments about the educational effectiveness of many special compensatory programs, when—despite some dramatic and encouraging exceptions—there is growing evidence that most of them are not yet measureably improving the success of poor children in school.[1]

This message came out of an earlier period, but it reflects the concerns that increasing numbers of Americans share today.

In 1972 in response to criticisms that the Office of Education had not secured a sound return on the resources invested in educational research, the National Institute of Education was established by the General Education Provisions Act of 1972. Although the hope persisted throughout the seventies that educational research might be used to improve American schools, the American people saw little evidence that this was happening. The amounts expended in pursuit of quality education increased substantially, even as scores on achievement tests plummeted steadily. (See Figure 1.)

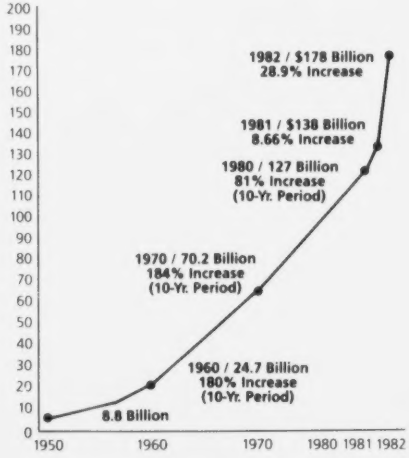
By the end of 1982, a growing number of critics were stressing that the American people were getting less than an appropriate return on their sizable investment in education. As Barbara Lerner reviewed international statistics, she saw that educational expenditures were still higher in America than anywhere else in the world (although no longer greater than the rest of the world combined, as had been the case in 1970). Nonetheless, American youths no longer fared well by comparison with the school children of other lands. According to Mrs. Lerner: "Though we rank first on measures of resources and resource allocation, we are currently not first on any measures of intellectual achievement. This appears to be true whether we compare American students with their counterparts in other developed nations, or with their predecessors in this country."[2]

Figure 1.

THE SCHOOL COST
"SPIKE"

	Dollars	Percentage
Increase in School Costs From 1950 to 1982	109.2 Bil	1922.7
Inflation Factor From 1950 to 1982	—	301%
Increase in School Costs After Adjusting for Inflation (1950-1982)	—	1621.7

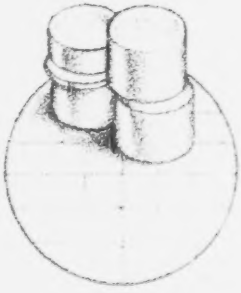
Prepared by Educational Research Associates
333 SW Park Ave., Portland, OR



These figures pertain to a combination of public and private elementary, secondary, and higher education facilities.

The National Institute of Education

The National Institute of Education never approached the quarter billion dollar annual budget that President Nixon forecast in 1970; nevertheless, it has expended well over $700 million in educational research funds during its first decade. In an optimistic moment President Nixon and his Secretary of Health, Education, and Welfare Elliott L. Richardson predicted that the new Institute would give enhanced stature and visibility to educational research. They believed it would attract young scholars who would provide new perspectives needed to promote educational progress. Yet because, fundamentally, education involves a selection of priorities (i.e., one person cannot learn everything ever known) and these priorities have been determined by a political body, the promised new perspectives became a promotion of a political agenda.



Policy Goals of the National Institute of Education

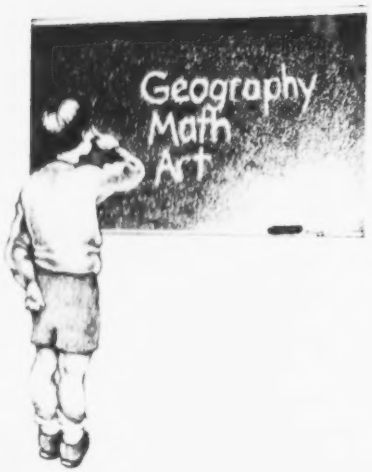
The sections of the General Education Provisions Act of 1972 (PL 92-318) creating the National Institute of Education reflected a hope for the future rather than dissatisfaction with the performance of educational researchers under the Office of Education. Section 405 of the statute opens with the declaration, "The Congress hereby declares it to be the policy of the United States to provide every person an equal opportunity to receive an education of high quality regardless of his race, color, religion, sex, age, handicap, national origin, or social class." In line with this policy, Congress pledged itself to:

"(i) help to solve or to alleviate the problems of, and promote the reform and renewal of American education;

"(ii) advance the practice of education, as an art, science, and profession;

"(iii) strengthen the scientific and technological foundations of education; and

"(iv) build an effective educational research and development system."[3]



Statutory Research Priorities

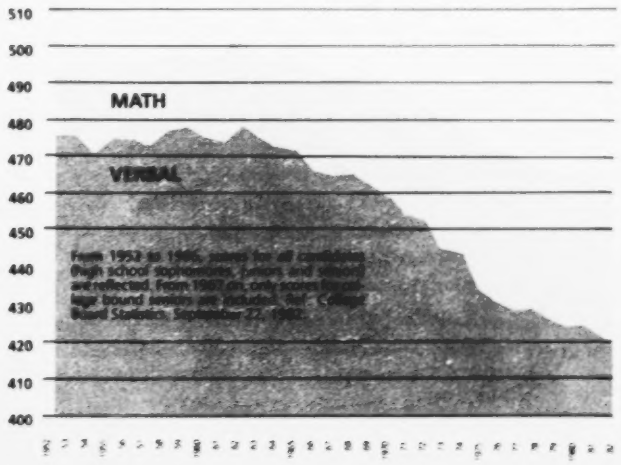
The statute instructed the Institute to engage in research in seven topical areas. Like the policy goals, these areas were defined in broad terms, with no attempt to dictate solutions, and little indication of the intention of the members of Congress who enacted the law. Nevertheless, we shall list the categories defined in the law and assess the kinds of educational research sponsored by the Institute as it has interpreted these categories during the last decade.

I. Basic Educational Skills—Reading and Mathematics

According to the Provisions Act, the Institute is to concentrate its resources on research and development needs that will lead to "improvement in student achievement in the basic educational skills, including reading and mathematics," yet it is doubtful that the research has assisted students' performance. The decline in median scores on the Scholastic Aptitude Test (SAT) continued throughout the period, reaching an apparent bottom during the early 1980's. From a peak of 502 on the mathematical portions of the tests and 478 on the verbal portions (out of a possible 800 on each test) in 1963, mathematical scores dropped to 466 and verbal scores to 424 in 1980. One may draw small consolation from the 1981 scores that the bottom has not dropped further.[4] (See Figure 2.) Most alarming are the trends at both ends of the distribution of scores. Particularly during the span from 1973 through 1981, the portion of students scoring above 600 on these tests declined from 9.7 percent to 7.0 percent on the verbal section and from 16.7 percent to 14.4 percent on the mathematical section. The portion of students seeking admission to college who scored below 400

SAT TEST SCORES

Figure 2



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on the tests went from 34.8 percent to 41.6 percent on the verbal tests and from 24.3 percent to 41.6 percent on the mathematical tests. These data indicate that fewer students—in absolute numbers and in percentages—are scoring in the top ranges and more students are scoring in the bottom ranges.

If these scores were merely an isolated phenomenon, they would not be a cause of major concern. But other evidence would suggest that the declining SAT scores are merely the tip of the iceberg, which is the drop in basic skills in our educational system. Following years of declining test scores, our Nation is becoming increasingly concerned about "adult literacy," about those who, having gone through the educational system, accumulate credentials without commensurate skills. Accounts of people who cannot fill out employment applications or tax forms, who are unable to read instruction manuals for equipment they are hired to operate, and who cannot understand posted safety instructions have become commonplace. Despite the obvious difficulties of inferring educational problems from a limited set of tests, other evidence of educational achievement—or lack thereof—substantiates the concern caused by the decline in SAT scores. Unfortunately, we have no evidence that the research undertaken by the Institute during the past decade has helped to arrest these trends.

II. Finance, Management, and Productivity

After acknowledging the importance of basic knowledge and skills, Congress defined as its second priority issues concerning educational processes and institutions. It instructed the Institute to conduct research directed toward "overcoming problems of finance, productivity, and management in educational institutions." A decade ago, schools represented a substantial portion of local governments' budgets, and an increasing portion of State governments' budgets. The primary vehicle for supporting these expenditures was the property tax, which was frequently described as "regressive." This tax was also seen as "insufficiently elastic" to meet the allegedly expanding needs of school districts during inflationary times. Because of this concern and a 1971 California court case which made equal opportunity a civil right, the view developed that equal educational opportunity could only occur with equal funding. Money came to be equated with quality of education. In essence, if a school district did not have financial resources equal to all other school districts, it was considered deprived.

NIE became more concerned with overcoming problems of finance than with problems of productivity and man-

agement. Consequently, NIE funded —through commissioned papers, conferences, and other projects— background research that was then used by plaintiffs seeking to overhaul the "discriminatory" State system of educational finance. The courts became the remedy; the thesis was that all school districts must have equal funding, and, since the States could dip into general revenue to equalize the amounts, financing as well as power and policy shifted from local governments to State governments. NIE funding of this policy caused a fundamental change in the structure of school governance. In the process, school governance has become so complicated in the effort to insure that no district has one penny more than another that the State legislatures now struggle each year with ways to solve the problem. The net result is that inequalities still exist within education, but decisionmaking has been removed to the State level.

III. Equal Educational Opportunities for Disadvantaged Students

Congress' third priority for the NIE was to conduct research directed toward "improving the ability of schools to meet their responsibilities to provide equal educational opportunities for students of limited English-speaking ability, women, and students who are socially, economically, or educationally disadvantaged." As we shall discuss in the next chapter, the Institute and its agencies have conducted considerable research dealing with the disadvantaged. Whether because of a flawed definition of the problems or a shifting understanding of the goals implicit in "equal educational opportunity," the research conducted for the disadvantaged has been among the most controversial and the cloudiest of any sponsored by the Institute.

Some of the conceptual flaws of the research were inherent in the attitudes that dominated the adoption of the statute. As the research chapter makes clear, most of the studies conducted through the Institute accepted the conceptual flaw and failed to apply critical perspectives.

How could the American people know whether "equal educational

opportunity" existed throughout the Nation? The research in this area indicates disparate spending levels for education, although it provides no firm evidence that equal spending provides equal opportunities. The data include indications of differentials in teacher salaries, although they provide no firm evidence that the differences in sums that teachers are paid make any significant difference in the type of material that the students learn. Related data about the quality of buildings and the facilities available indicate the presence of material differences, but the information provides no proof of a linkage between the quality of materials and the opportunities available to students to acquire basic knowledge.

What is clear is that one cannot properly infer the absence of equal opportunity from differences of educational results throughout the United States. Between the opportunity to attend schools and what students take with them when they leave are "intervening variables." These include the caliber of talent that individual students bring to their work, the variety of interests that inevitably exist in a diverse population, the degree of effort that students apply to their work, and the support that students find in their communities and families. Any logician could identify the fallacy of an argument that boldly states, "There were different results, therefore, there must have been different (hence unequal) opportunities." Similarly, no responsible social researcher should design projects that attempt to make inferences about starting conditions from the observation of different results. Nonetheless, this conceptual flaw is central to the equal opportunity discussion in President Nixon's "Message on Educational Reform." Following his discussion of the lack of evidence supporting any particular criterion for successful schools, President Nixon asserted, "The *outcome* of schooling—what children learn—is profoundly different for different groups of children and different parts of the country. Although we do not seem to understand just what it is in one school or school system that produces a different outcome from another, one conclusion is inescapable: *"We do not yet have equal educational opportunity in America."*[5]

IV. Education and the World of Work

The fourth area of priority that Congress directed the Institute to assist by means of research was that of "preparation of youths and adults for entering and progressing in careers." Since the American people have long identified sound education with preparation for productive employment, this concern is an enduring educational issue. Actually, we should be preparing employees who are able to adapt to changing markets. The citizens who will seek the jobs of tomorrow require a sound grasp of basic skills, which our educational system is transmitting with less consistency than it once did. Although the Institute has sponsored research that is categorized as "vocational education," much of that training is for relatively low-level jobs, which are especially susceptible to automation. At present, there is little evidence that the "career oriented" research done through the Institute has helped to lessen unemployment or upgrade jobs; yet at the same time, there is reason to believe that basic skills will always be needed by those seeking employment. Completely overlooked in the effort to prepare youth for careers are training programs conducted within private firms. These programs are frequently not classified as "educational" in compiling job-related educational expenditures. Moreover, the Institute, in conducting its "vocational education" studies, sometimes enters the territory of the Department of Labor, thus duplicating efforts.

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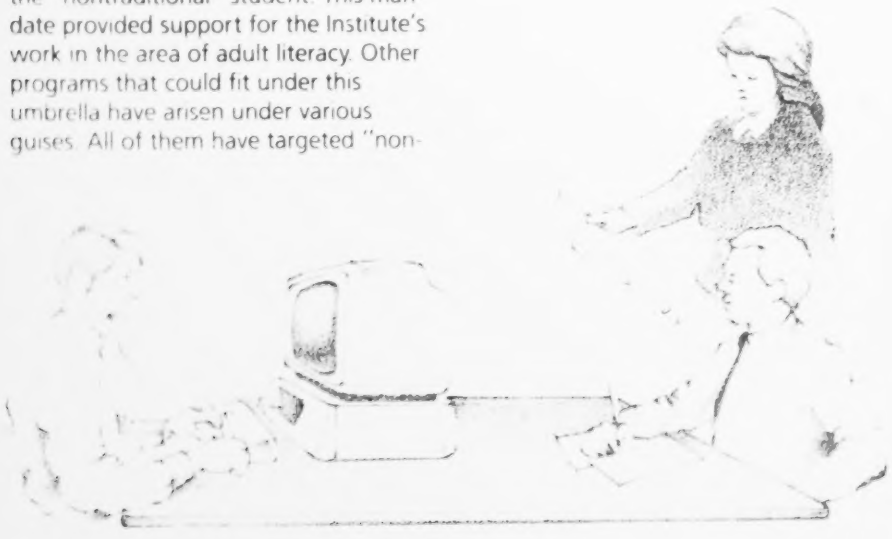
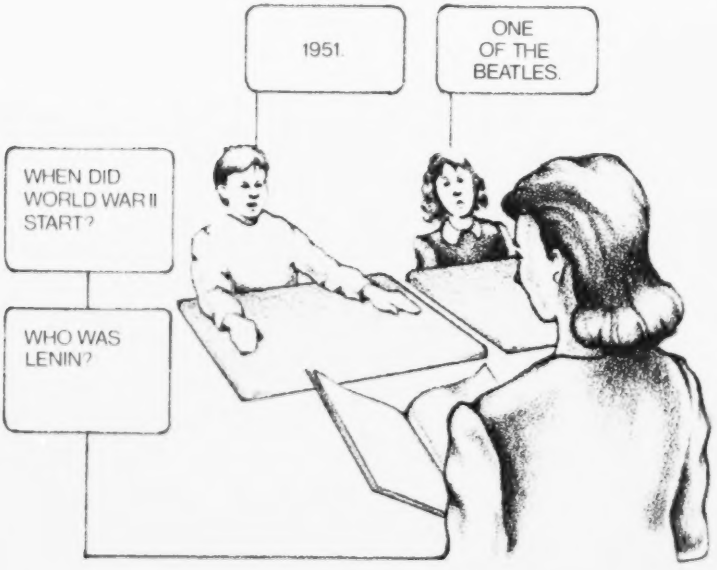
V. "Nontraditional" Students

Congress also gave the Institute a mandate to conduct research directed toward "overcoming the special problems of the nontraditional student, including older students (with special consideration for those over age 45) and the part-time student, and the institution which the student attends." This responsibility, too, provides a rather diffuse sense of direction for the Institute. Related responsibilities have been parceled out among the program offices that seem most appropriate, depending upon the subject being used to address the "nontraditional" student. This mandate provided support for the Institute's work in the area of adult literacy. Other programs that could fit under this umbrella have arisen under various guises. All of them have targeted "nontraditional" students and educators who have developed programs for such students. Although the Institute has routinely specified (in grant solicitations and similar literature) that it is receptive to programs oriented toward "nontraditional" students, the vague definition of that category lends itself to work that ends up being categorized on the basis of subject matter. Again, the legislative history of the Institute provides relatively little guidance about the specific groups of people who are the intended beneficiaries of this provision, nor does that history allow us to assess its performance.



VI. International Education—Languages and Cultures

As its sixth priority, Congress directed the Institute to devote its research attention to "encouraging the study of languages and cultures and addressing both national and international education concerns." This legislative language fits well within the tradition of a liberal education, and these concerns have a rightful place among the highest priorities of any serious educational system. The 1970's, however, were not a favorable period for traditional educational themes, and attempts at restoring traditional subjects made relatively little headway during the early 1980's. Despite a fair increase in the numbers of students in schools of international law and international relations during the early part of the decade, the period saw growing (and frequently successful) pressures to reduce history and foreign language requirements. Yet educational research has done little to cope with this quandary.



VII. Dissemination and Implementation

Finally, Congress directed the Institute to work toward "improved dissemination of the results of, and knowledge gained from, educational research and development, including assistance to educational agencies and institutions in the application of such results and knowledge." Measured by the volume of publications developed through Institute programs, and by the productivity of regional educational laboratories and research and development centers, the Institute's output seems to have been substantial. However, if one seeks proof that the Institute's programs have benefited teachers in their classrooms, improved the curricular materials, or rendered school administrators more efficient, one may be looking in vain. At the end of its first decade, it is hard to show that NIE and the educational research community have made substantial progress toward the goals defined in its enabling statute. Attacks on the Institute have escalated, and even its founding sponsors have come to question its right to continued existence.

Perhaps the most prominent case in point is Chester Finn, an aide to Daniel Patrick Moynihan during his year of service in the Nixon administration and later during his service in the Senate. Finn helped to develop the idea of the National Institute of Education, yet a decade after its creation he thought it had fallen prey to three fatal flaws. First, the research conducted through the Institute reflected obvious ideological bias. Finn carefully observes that this politicization began during the Carter years. The problem, as he sees it, is that when ideology "comes to play a leading role in a *research* agency—and especially when such an agency is whipsawed between rival ideologies—few good scholars will take the agency seri-

ously, and little good research will be done."[6] Finn's point here may be unwittingly substantiated by David H. Florio's rejoinder to his article in the same issue of *Phi Delta Kappan*. Florio tries to prove that the Institute has made substantial research contributions by citing as one of its highest achievements the dubious emphasis on "equity" during the Carter administration.[7]

Beyond the problem of ideological fluctuations, Mr. Finn also observes that "the Institute has become bureaucratized, responsible to deputy assistants, and undersecretaries who may or may not know anything about research." Finn asserts that most of the policy direction for the Institute in recent years has come from "diverse political assistants and meddlesome congressional aides—certainly *not* from the National Council on Educational Research. . . ."[8] Finally, Finn charges that the resources of the Institute have been captured by those research institutions known collectively as the "labs and centers," a group which Finn states has "gained a stranglehold on the annual appropriation through adroit manipulation of key members of Congress."[9]

Finn retains his confidence that educational research can be useful, but he has abandoned hope that the Institute will be able to initiate the truly essential work. Instead, he believes that sound guidance for future educational research will have to come from public officials, foundations, and corporations in response to particular needs, rather than from the established Institute. Finn concludes, "The emperor is all but naked, and those who would fuss over the knot in his necktie are just deluding themselves, disserving their constituencies, and letting down the students whose education needs improvement. . . . Let us, therefore, neither praise nor bury the National Institute of Education, but simply set it aside to begin to develop some alternate strategies."[10]

Future of Education

Effective performance by the Institute and by the educational community itself during the coming decade will require more than a reorientation toward areas of substantive knowledge and skills. It must first move away from any sociological illusion that there is a methodological substitute for the knowledge and discipline essential to educational achievement. Even Chester Finn, who calls for the Federal Government to sustain its efforts at gathering information about education, asserts, "We cannot possibly figure out how to make education better if we do not know how much of it is taking place and how good (or bad) it is."[11] As necessary as such information is, it cannot provide the essential element for educational progress, because the evaluation of any system, educational or otherwise, requires information about those ends toward which the system is directed. Without a comprehensive understanding of education's goals, we lack an adequate standard to assess its performance.

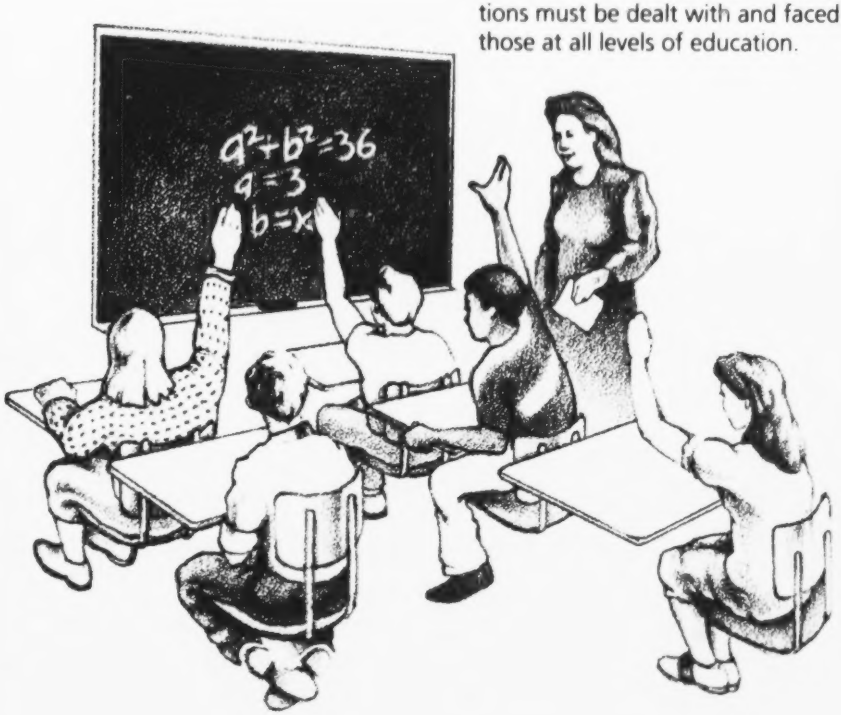
President Nixon's "Message on Educational Reform" shows dissatisfaction with the educational system but also expresses confidence that further research may help to remove problems. We may be less justified in feeling such confidence today. As Diane Ravitch has argued, we have already experienced the wistful hope that "'if only . . .' one more step were taken, we might achieve better schools. Today, most of the reforms recommended in previous years have been implemented, only to see the dissatisfaction sustained."[12] Ravitch admits, "In retrospect, it was folly to have expected the schools to transform society or to mold a new kind of person. The schools are by nature limited institutions, not total institutions."[13] The attempt to make schools a cure-all for society's perceived ills is bound to fail, and the attempt to blame schools for all of society's perceived failures may lead to disaster.

Diane Ravitch put it all into perspective when she said:

> Nearly all the educational controversies of the 1970's . . . dealt with some aspect of the educational process that was of great importance to some constituency, but none directly raised the questions: What does it mean to be an educated person? What knowledge is of most worth? Are the graduates of our schools educated people? The very absence of such

questions suggests a failure in educational thinking. Educators and, most especially, educational policy makers have fallen into the habit of analyzing school issues almost entirely in sociological and economic terms.[4]

The way the education community and, in particular, NIE address Ravitch's questions will in part determine the future of America's children. Will education be a molder and manipulator of the Nation's most precious heritage, its children, or will education challenge and inspire them to their highest potential by providing the building blocks needed to unlock the vast resources of knowledge? The Council recognizes that there are no easy answers, but if the movement toward Federal education as opposed to local education continues, these questions must be dealt with and faced by those at all levels of education.



Research at the National Institute of Education

FISCAL YEARS 1981-1982

The National Council on Educational Research, appointed by the President and confirmed by the U.S. Senate during fiscal year 1983, undertook a review of the National Institute of Education's (NIE's) 1981–82 grant and contract awards in order to prepare the following report on the research it has sponsored.

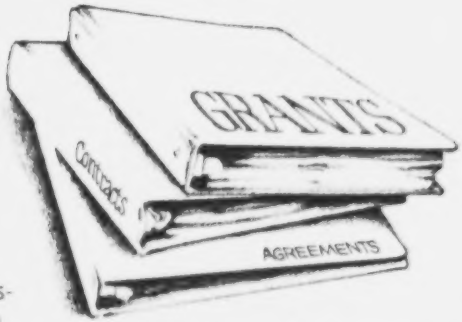
A review of all project abstracts led the Council to some disturbing conclusions. A large number of the research projects were not only decidedly devoid of objectivity but were developed with a goal of changing society radically toward more centralized control with little room for individualized decision-making. We question many of the philosophical presumptions implicit in the examined grants and contracts, particularly in the three areas of equity, bilingual education, and desegregation. Equity was defined not as equity of *opportunity* but rather as *equity of results*. There appeared to be an undue emphasis on sameness and quantity of results as opposed to individualism and quality of results or excellence. Bilingual education also seemed to have lost its original intent of teaching non-English-speaking children to master English. It resulted instead in teaching non-English-speaking children in their own language with English becoming the secondary language. The third area that appeared with some frequency was desegregation. The implied philosophical premise underlying desegregation was that some magical mathematical formula of mixing race and gender would lead to a sound education. To "broadbrush" the Council's impressions, research at NIE seemed more directed toward a distorted meaning of compensatory education, i.e., compensation for class, race, or gender, rather than improvement of individual performance.

Structure of the National Institute of Education

Before exploring in depth the type of research funded by NIE, it may be useful to review the Institute's structure.

NIE is organized into three main divisions—Teaching and Learning (T&L), Educational Policy and Organization (EPO), and Dissemination and Improvement of Practice (DIP).

T&L's funding for FY 1981 and FY 1982 totaled $32.3 million and $28.5 million, respectively. (This includes funds for labs and centers.) T&L develops, screens, and monitors projects on teaching methods, principles of learning, and keys to student achievement. Under T&L, studies in reading, which is an acknowledged problem area, have concentrated on developing higher cognitive skills and reading comprehension in the upper and middle grades. While devoting attention to early reading, there has been a definite trend in the past to emphasizeytudies on the sight method approach as opposed to the phonics approach.



DIP's task is to develop, screen, and monitor projects concerned with the dissemination of research findings and the application of established skills. Its funding for fiscal years 1981 and 1982, respectively, totaled $20.1 million and 15.8 million. (This includes funds for labs and centers.) A major part of this division are the Educational Resource Informational Centers (ERIC), a series of 16 topical data retrieval centers. The centers include the ERIC Clearinghouse on Elementary and Early Childhood Education, the ERIC Clearinghouse on Adult, Career and Vocational Education, and the ERIC Clearinghouse on Counseling and Personnel Services.

EP&O develops and monitors projects to evaluate decisions made by school administrators and school boards, including decisions made in conjunction with other policymakers and regulators in the legislative, judicial, and executive branches of State and Federal Government. Its funding for fiscal years 1981 and 1982 totaled $9.9 million and $6.8 million, respectively. School finance is an example of the topics assigned to this division. As government-paid researchers study governmental policy, EP&O has become open to criticism concerning conflict of interest.

In addition to individual research projects, NIE funds eight regional laboratories and nine major topical research centers in various parts of the United States. The labs and centers have been accorded special attention by Congress. Indeed, the flexibility of the Institute's budget has been limited by a congressional mandate that set aside $30 million, more than half of the Institute's budget, for the funding of these major research institutions. Congress has maintained this specific line item at $30 million even after the overall NIE budget was cut back.

NIE disburses its funds through three mechanisms: grants, contracts, and interagency agreements. The latter formalize NIE's participation in a governmental partnership with other agencies of the Federal Government. Contracts are intended to provide tight controls on the funded research project. This includes an ongoing consultation between the contractor and the assigned NIE program staff (designated "project officer") concerning the programming content and other aspects of the research. Grants permit the researcher greater leeway to redirect the project and leave the government fewer legal options in the event of unsatisfactory performance, except in the case of fraud. The bulk of funds disbursed are tied to long-term projects of several years or more. This made it almost impossible for any change in projects for the years 1981–1982 until the labs-centers contracts expired at the end of 1984, or until 1983–1984, when a large number of the grants and contracts out-

side lab-centers were completed. Even into 1983, 94 percent of NIE's budget had been committed prior to 1981.[15] Labs and centers are funded both through grants and contracts, often simultaneously. Lab-center funding is usually long-term and relationships between the institutions and NIE are considered almost permanent. This presents advantages in terms of stability, but limits the opportunity for competition. Grants to, and contracts with, individual researchers are of varying length, but the Council found a preference for multi-year arrangements in this aspect of NIE's activity as well. As a result, the change in administration of the executive branch of government and even of NIE had little effect on the ideology of NIE research in 1981 and 1982.

Research Priorities

Agency staff have a strong influence on the priorities and direction of NIE-sponsored and -fostered research. Former NCER member, Chester Finn, stated in the February 1983 issue of *Phi Delta Kappan* magazine, "Its (NIE's) research priorities have long been established by the highly specific requests for proposals that agency staff members disseminate, not by initiatives of able scholars in the field." Thus, he continued, "the ideology (prevailing within NIE) becomes the principal determinant of the NIE research agenda."[16]

As in other agencies of government, personnel determine policy. The associate directors, some of whom are career appointees, and their subordinate program staff are, further, the human screens through which even unsolicited proposals must pass before receiving ultimate approval from the director. Although final responsibility rests with the director, it is all too easy for the policies of the Institute to be established effectively by the program staff. Public law (Sec. 405(e)(5)) requires a 3-year-term limitation for program staff who have been appointed to excepted service positions in order to encourage a turnover of personnel, but this mandate has been routinely abused, and many of the program staff at the Institute in 1981 and 1982 had held their strategic positions well past their legal termination dates.

Equity

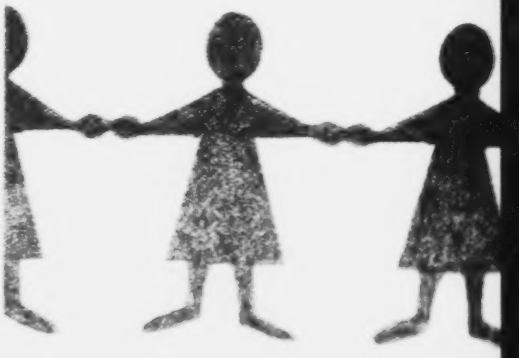
A review of the projects identified as "equity" studies reveals that almost all assume a definition of equity as "equity of results" rather than "equity of opportunity." A pursuit of social sameness distinguishes the equity studies from efforts to encourage and facilitate educational excellence. The underlying assumption was that large amounts of money spent to guarantee equality of results would remove the social and psychological problems of women and racial minorities. A tried and true concept was lost in the process. The idea of excellence was displaced by doctrinaire egalitarianism. Equal funding for schools and racial composition of the classrooms became more vital considerations than whether learning was taking place.

Equity studies went on under all three NIE divisions and focused on sex- and race-consciousness. About $6.7 million in FY 1982, or 13 percent of the Institute's budget, went to research that claimed to deal with "equity" in the project proposal. Still other projects funded under other categories had an "equity" orientation.

A study that claimed to deal with mathematics in its project proposal was titled "The Effect of Reading and Math Achievement, Racial Status, Sex and Prior Knowledge on Comprehending Mathematical Relationships Expressed in Graphs."[17] The premise for this study was that sex and race were causes of difficulty for boys' and girls' reading graphs. This was part of a group of projects that was specifically based on the school of thought that unless you deal with and change students' values, beliefs, and attitudes, no academic learning can take place.

Equity studies appeared in various places under other guises. The ERIC Clearinghouse for Junior Colleges offered a study called "Women Administrators in Community Colleges," and another named "Science for Women, Minorities and Handicapped."[18] Similarly, the ERIC Clearinghouse for Science, Mathematics and Environmental Education in 1982 featured "An International Review on Gender and Mathematics."[19]

Appealing to a congressional mandate for the funding of studies in vocational education, NIE's equity enthusiasts funded a project to "review other sex-equity literature and put all into the context of Federal policy alternatives to



improve sex equity in vocational education in rural areas."[20] Here again, the dangerous area of Federal curriculum development has been funded. This is policy development, not research. The results of studies such as these ultimately affect all levels of laws and regulations down to the local school district.

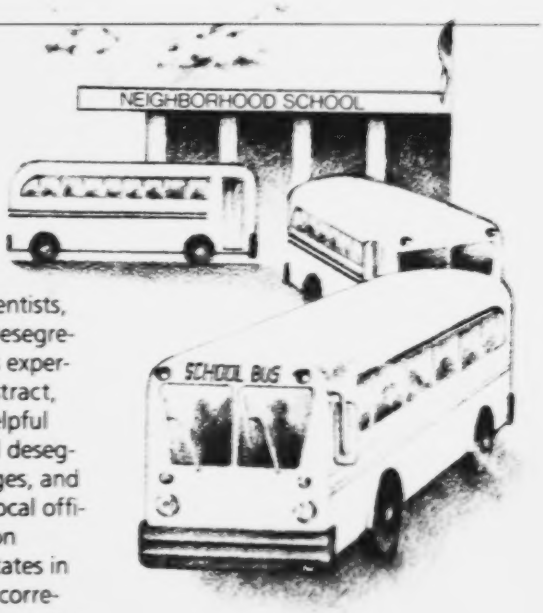
Numerous projects were funded to increase the participation of women in the research process itself. One project seemed to be more interested in feelings than in training: the final goal was to "provide opportunities for persons not presently engaged in research to have *meaningful and satisfying* experiences in conducting research."[21] We question the goal of "if it feels good, do it" and the requirement of quotas for research personnel as opposed to the goal of scholarship. Another grant of $698,000 which began in late 1980 targeted the placement of eight women and five men into individual internships in research at an individualized cost of $53,661 each[22] —a very expensive training project.

To guide researchers into the lucrative field of equity research, in 1981 NIE published *Sex Equity in Education*, which stated, "Prospective researchers must therefore be creative in their search for support. Sex equity R&D issues must often fit comfortably under various Federal program solicitations which might at first glance seem unlikely—i.e., career education, teacher education, mental health, school law." The paragraph concludes, "Many Federal agencies, like NIE, are responsive to equity concerns in their programs and will welcome programs with a sex-equity emphasis."[23] This publication included 89 sex-equity projects and 272 publications having to do with equity sponsored by NIE. The projects were still being funded as of March 1981 and were included because, in the words of the associate director who oversaw its publication, they were designed "to help both females and males overcome sex stereotyping." Furthermore, "Some of the publications (listed in the book) in this area focus on topics such as sex equity legislation and sex stereotyping."[24]

Desegregation

In each of the 2 years covered by this report, NIE desegregation studies totaled about $11 million. In many cases, particularly in FY 1981, the projects, instead of being objective, were clearly a one-sided justification and promotion of a policy of forced busing. Thus, many projects appeared to start with a conclusion in search of evidence.

NIE-funded research became evidence for those seeking court-ordered desegregation. The researchers themselves became "expert witnesses" in desegregation cases after acquiring their questionable expertise as partisan researchers at government expense. The author of one $77,746 study entitled



"Interaction Between Social Scientists, Lawyers and Judges in School Desegregation Litigation" advertised his expertise by stating in the project abstract, "Findings from this study are helpful both to those involved in school desegregation, litigation-lawyers, judges, and expert witnesses, as well as to local officials implementing desegregation orders."[25] Another researcher states in his abstract, "The project is for correlating the desegregation plan characteristics with basic skills outcomes in order to recommend to courts the features to incorporate in remedy decisions."[26] The Council questions why public funds (NIE's) were available to one side of the desegregation court battle when they were not available to the other.

Early in 1982, some of the Institute's research orientation changed toward questioning the merits rather than the mechanics of school desegregation policy. The shift developed shortly after a Lou Harris poll showed that only 38 percent of the black community supported forced busing for racial desegregation.[27]

The one piece of desegregation research that backed up the wisdom of the majority of the black community reflected in the Lou Harris poll found no improvement in mathematics among black students and possibly only a 2- to 6-week improvement in reading in the year integration occurred. In some cases, a direct relationship was discovered between the forced busing of blacks and deteriorating academic achievement. Black students who attended non-neighborhood schools voluntarily, on the other hand, fared better academically than other black students.[28] The cumulative results of these studies, however, cause the Council to ask whether serious research can occur on socially sensitive questions.

Bilingual Education

Bilingual education, which started so nobly to help immigrant children learn English and move quickly into a mainstream classroom, has become instead a long-term dual-language educational program. A review of NIE research projects in bilingual education shows that this reorientation is intentional and has been politically supported by much of the research community.

NIE studies that we reviewed promote the maintenance of the child's home language at the expense of mastering English. Some studies were based on the hypothesis that teaching the home language would facilitate the learning of English.

The taxpayer might be surprised to learn that beginning in 1980 and continuing through 1982, $462,456 was spent on a project to teach bilingual children how to read in Spanish, not English.[29] Those who promoted the dual-language approaches were also counting on long-term government support, as $795,074 went toward developing the corresponding materials in Spanish for teaching reading and language for grades K–8.[30] In case the children would become disturbed at having to deal simultaneously with two languages, funds were disbursed for a study on "Social Content of Learning in the Bilingual Classroom," aimed at making children content with their present situations rather than offering them challenges.[31]

It must be noted that if a problem is solved, such as non-English speaking students becoming proficient in English, the industry providing the remedy may have to go out of business. With this in mind, the Council must consider whether some of the researchers are not promoting their own agenda rather than a genuine remedy. The Council protests having empires built on the backs of unfortunate children. We, therefore, question the apparent goal of separation rather than assimilation of bilingual children and note the apparent contradiction of policy between desegregation, which promotes mainstreaming, and bilingual education, which results in separation.

Jargon

James Walker, director of the Reading and Communication Skills Program at Northern Illinois University, has said that the Institute's technical reports are "replete with jargon that I find incomprehensible after 19 years in the profession. . . . If the writing is so esoteric as to render the product useful to only a limited number of colleagues, I question whether we can afford to continue on this course . . . given the situation of our economy."[32]

In line with this observation, we must also note the unintelligibility of many of the abstracts submitted for approved projects. Put most charitably, research in the social sciences, and particularly government-funded research, has developed a jargon of its own. This research is confusing and intimidating, and it conceals information from those who most need to know about better ways to help children learn.

Some examples straight from the pages of NIE project abstracts: What is "television" to most Americans is a "moving image media model"[33] to at least one researcher. "Resource utilizers" and "resource practitioners" are substituted for "teachers," and "students" are reduced to "human resources" who may or may not be "representative of the sex and ethnicity distribution of the city of Oakland, Ca."[34] What was once "learning" is now "knowledge flow," "knowledge exchange," or "knowledge transfer," while an institution of learning in a rural community is now a "non-metro school." And most recently, a term that at different times means any of the foregoing: "critical mass."

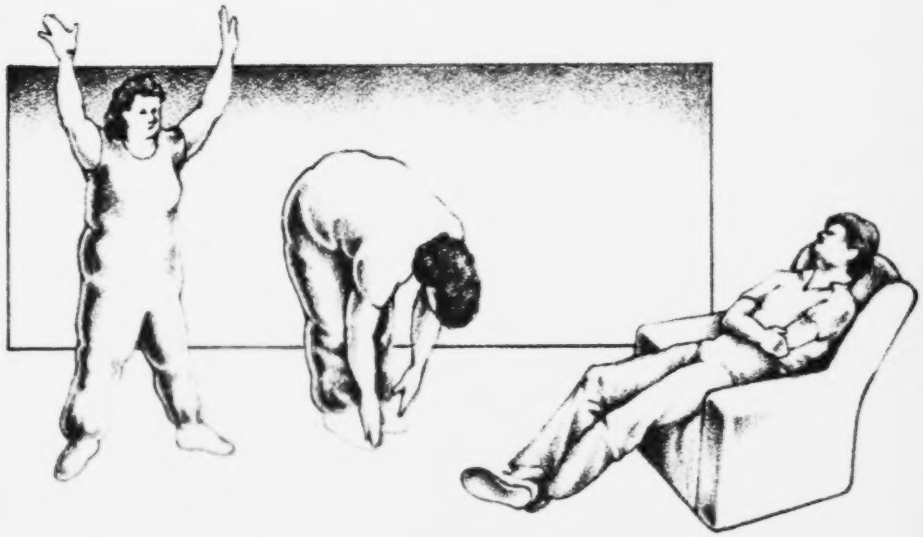
A report entitled "Household Production of Human Capital Educational Productivity and Time Use of Parents and Children" resulted from a study producing "an econometric model relating parental control of the child's daily routine, parental interest in school, the child's in-school performance."[35] Although such a study may produce useful clues to parents concerned with their child's achievement, will it stimulate "human capital educational productivity" if hardly anyone can understand it? As in many of the other studies, the student again loses his individuality and is reduced to a materialistic equation.

Concern about jargon may have motivated a $40,013 NIE study that was still being funded in 1981–82. This project states that "research knowledge is not used effectively as it should be because we do not have an adequate understanding of what kinds of knowledge and processes people use in decision-making."[36] In 1981, NIE found it necessary to spend $9,950 to "develop a lay person training and user guide for conducting on-line search of the ERIC data base."[37]

Inappropriate Research

The Council found numerous examples of redundant research projects and some that seemed clearly inappropriate for the support of scarce tax dollars. Others, although meritorious from the standpoint of the private sector, were unrelated to education, and especially to the current erosion of educational standards. A 2-year grant exceeding $25,000 claimed to investigate the "generalizability of the skill of rug weaving" among Navajo women and find "ways to increase the effects of schooling on the performance of nonschool tasks."[38] Moreover, between 1978 and 1982, $1.2 million was spent for a collection of information on "counseling and personnel services." Several products resulted from the study including reports, "Counseling for Weight-Reduction," "Counseling for Mid-Life Career Change," "Counseling for Leisure Time," and "Counseling for Displaced Homemakers."[39] While this information may be useful to many Americans, its production by a government-funded research project authorized by the National Institute of Education seems to the Council inappropriate. Accepted wisdom was found to be apt in a study called, "The Principal Makes a Difference." A premise for this study was "leadership at the school level is a key variable in the functioning of the school."[40] Much of this kind of research specializes in stating the self-evident. One of the most popular publications at NIE, called "A Time to Learn," includes the obvious statement that, "A major finding of the study is that increases in academic learning time are associated with increases in student achievement." Academic learning time is defined as "an observable measure of ongoing student learning in the classroom." The publication further elaborates and makes the startling statement that a "learning student is not necessarily an unhappy student."[41]

Among the NIE grants awarded in FY 1981 and 1982 were several to investigate job discrimination against women and racial minorities in government and/or the private sector. The description of the proposals indicated that the research assumed that failure to hire according to a prescribed mathematical formula was evidence of discriminatory practice. Little recognition was given to



other factors such as culture or genetics.

Taxpayer dollars were also spent on analyzing the family in a way that might lead to increased government intrusion. Computerized information, including data on parental behavior and on the physical, psychological, social, educational, and cultural development of children from birth through primary grades, was collected at a cost of $1,135,761. This collection also included one product titled "The Federal Role in Parent Involvement" and another called "Parenting, Now and in the Future."[42] NIE funds went beyond data collection to actual support of a project that called for outright intrusion in the family before the child entered school. The project abstract concluded with the claim that the $188,232 in Federal dollars would "provide a valid base to policymakers in planning preschool education interventions."[43] This intervention is reflected at the State level at federally and State-funded conferences on early childhood education where, in one case, a speaker stated that a social worker needed to go home with the new baby and start working with the family immediately.[44] In analyzing these projects, the Council was once again aware that much of the research was based on an underlying premise that children are the responsibility first of the state, and then of the parents.

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Impact of Research

Some of the research may already be shown to have had an impact, though it is difficult to assess the degree to which NIE affects philosophical trends in education rather than being affected by those trends.

Feminists who seek to influence textbook publishers, for example, may draw rhetorical support from some of NIE's ideological equity studies. Clearly the most visible and evident expression of a changed emphasis in education is in the field of textbooks. An examination of the texts used in 1981-82 reflects a continuing emphasis on compensatory education and particularly on equity. Parents who take the time to peruse their children's texts find, for example, that instead of the traditional concept of the family, mothers are portrayed in business suits holding briefcases, and fathers are standing at the sink doing dishes. A leading reader for third grade students even included specific wording in a story to reflect the battle for the Equal Rights Amendment, although the story was about a woman living 120 years ago![45]

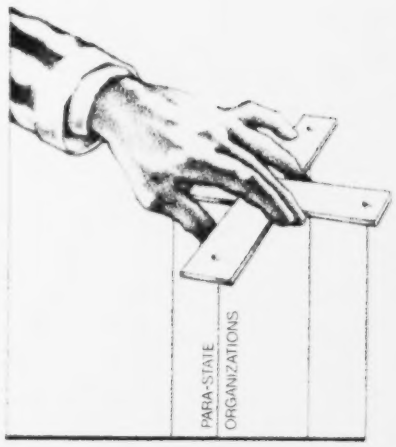
The Council notes the obvious ideological congruence between this text and a NIE publication that examined "sex stereotypes in children's books and textbooks and (gave) suggestions for development of non-sexist teaching materials. . . ." One of the leading publishers of textbooks took the initiative and printed "Guidelines for Creating Positive Sexual and Racial Images in Educational Materials."[46] This publication contended that it was time that the textbooks do their share in "our search and struggle for a more egalitarian society." Writers are told to portray "Mother fixing the roof" instead of "Mother bringing sandwiches to Dad as he fixes the roof."[47] A more balanced approach to funding at NIE may have helped to counter the pressure which has helped tilt so many textbooks toward a crusade against traditional sexual roles.

It is only natural that the expenditure of large sums of government money to sponsor research with an ideological bias will translate into the same ideological biases in the educational community, where practicing advanced theory seems so important to prestige and funding consequences. The tendency of local school administrators and boards

to go after Federal dollars makes them all the more receptive to research that enjoys Federal favor and support.

Policymakers at the State level are also affected by the NIE purse. A substantial amount of NIE resources are poured into quasi-public State-related bodies. The Education Commission of the States received a total of $7,877,783 from NIE in FY 1981 and 1982.[48] The National Conference of State Legislatures received $273,030 to produce a legislators' handbook on higher education.[49] All of these organizations serve as conduits of information from Washington and help to frame State legislation that is often simultaneously introduced in several States despite an appearance of independent thought. One of the stated purposes of the Education Commission of the States is to "develop policies to improve the quality of education and to assist state legislators, governors, and state education officials in doing so."[50] It is unclear how much of the $7.8 million helped to shape those policies from the perspective of social engineering bureaucrats.

While much of NIE's research is intended to influence the way children learn, too much is devoted to public policy advocacy at the expense of research. Educational Testing Service, for example, received $79,661 in 1981 for a study "to enhance the capability of the St. Louis and Kansas City school districts to lobby more successfully for state school aid by increasing their capabilities



in the areas of school finance."[51] One 2 1/2-year study awarded a researcher $119,584 to survey "reasons lawyers give for the choice they make in selecting either state or federal courts to litigate student rights controversies." The researcher assures us that the "results are important to attorneys and litigants who are concerned with using the courts as an instrument to influence educational policymaking."[52] In a similar vein, $20,888.14 was allocated in another grant "to strengthen the educational media in the St. Louis desegregation case" and at the same time, "to find out what happens to the private schools in the area when school desegregation takes place."[53]

Concluding Observations

In reviewing the 1981-82 years at NIE from a later perspective, the Council notes that the current administration at NIE is addressing some of the problems that have been raised. We are hopeful that our report will spur the Director, the Congress, the President, and the people of the United States to give attention to the dangerous potentials of government-sponsored research that is designed to centralize control of the educational marketplace and of the family. We need to be certain that NIE's priorities are in accord with the Nation's educational needs and not just with those who would use government to mold society according to their particular prejudices.

The current director of NIE has affirmed his desire to target research money to real problems in the classroom, particularly the need to teach reading skills and science and mathematics effectively.

NIE's history and structure, however, cast doubt on the likelihood that the expressed desires of the Institute's leadership have reached very far into the heart of the agency. The front-line program staff who influence the disposition of NIE's large research budgets, and who were responsible for many of the problems pointed out in this report, are still in control. Until the change at the top affects the personnel at the program staff level, the Institute's "clients,"

the labs and centers and hundreds of educational institutions and independent researchers who share in NIE's budget, will have no incentive to change. And until the accomplishments and products of each project as well as other pertinent information are up to date, it will not be possible to monitor the expenditure of funds effectively. At one time during this period, projects involving many millions of dollars were years overdue in one division alone. Effective monitoring becomes difficult, however, when research monitors do not "close out" their projects on time.

The Institute must be staffed by professionals whose mission is to contribute personally to educational opportunity, achievement, and excellence for every American child. The policy at the Institute must be to subject every contract or grant proposal to a rigorous standard which supports the improvement of education, the goals set by Congress, and the best interests of the taxpayers.

It is abundantly clear to us in the foregoing review of research at NIE for fiscal years 1981 and 1982 that education is a powerful force for change. In the right hands, it is a force for good; but in the wrong hands, it may bring down the Nation that has provided abundantly for the rest of the world in leadership and material well-being.

Denied an education with which to meet the challenge of the future and succeed, today's and tomorrow's youth can only turn away from the American dream in frustration and anger. It behooves us in the National Council on Educational Research, along with NIE and all others in the educational community, to cast aside favorite follies and peculiar prejudices and come together to provide our Nation's children with a sound education which will assure that a high school diploma is an indication of excellence and competence in the fields of writing, reading, and mathematics. With the Nation's future at a crossroads, we no longer have the luxury of promoting social cure-alls at the expense of solid curriculum.

Notes

1. Nixon, Richard M. "Message on Education Reform," reprinted in *A Legislative History of the National Institute of Education*, (Washington, DC: National Institute of Education, 1973) pp. 1–2. Emphasis in the original.
2. Lerner, Barbara. "American Education: How Are We Doing?" *The Public Interest* (Fall 1982) pp. 59–82, quote at page 62.
3. 20 USC 1221e.
4. The chart was compiled from data supplied by the College Entrance Examination Board and published in the *Statistical Abstract of the United States* (1983 ed.) p. 157.
5. Nixon, Richard M. p. 4. (Emphasis in the original.)
6. Finn, Chester E., Jr. "What the NIE Cannot Be," *Phi Delta Kappan* (February 1983) p. 408. (Emphasis in the original.)
7. Florio, David H. "Curing America's Quick-Fix Mentality: A Role for Federally Supported Educational Research," *Phi Delta Kappan* (February 1983) pp. 411–415.
8. Finn, p. 408. (Emphasis in the original.)
9. Finn, p. 408.
10. Finn, p. 410.
11. Finn, p. 409.
12. Ravitch, Diane. "Forgetting the Questions: The Problem of Educational Reform," *The American Scholar* (Summer 1981) pp. 329–340.
13. Ravitch, p. 333.
14. Ravitch, p. 336.
15. Ed Curran, former Director of the National Institute of Education. Testimony before House Committee on Appropriations, April 3, 1982.
16. *Phi Delta Kappan* (February 1983).
17. *Sex Equity in Education*, NIE publication (May 1981) p. 8. (NIE Grant #800093, project ID #1145).
18. NIE project 0400780038, ID #2297.
19. NIE project 0400780004, ID #2254.
20. NIE project 810064, ID #596.
21. *Sex Equity in Education*, p. 79.
22. NIE project 04008007, ID #488.
23. *Sex Equity in Education*, p. 2.
24. NIE Grant #79005, ID #3090.
25. NIE Grant #780073, ID #397.
26. NIE Grant #780150, ID #440.
27. "Wrong Way Bus Ride," *New Republic* (February 28, 1981).
28. NIE-P-82-0064-0070.
29. NIE project 0400800107, ID #818.
30. NIE project 0400800108, ID #768.
31. NIE project 0400800029, ID #3048.
32. *NIE Public Advocate* (Spring 1983) p. 8.
33. NIE project 0400800107, ID #819.
34. NIE Grant #790060, ID #367.
35. NIE Grant #790060, ID #367.
36. NIE Grant #800190, ID #1423.
37. NIE project 810269, ID #1455.
38. NIE Grant #800060, ID #1253.
39. NIE project 0400780005, ID #2242.
40. NIE project 810181, ID #2004.
41. Denham, Carolyn, and Lieberman, Ann. *A Time to Learn* (Washington, DC: National Institute of Education, 1980) pp. 12, 22, and 24.
42. NIE project 0400780008, ID #2249.
43. NIE Grant #800042, ID #1240.
44. White, Dr. Burton, speaking at the Conference on the Young Years, Missouri Department of Elementary and Secondary Education and U.S. Department of Education, March 26–27, 1982. Report by Laura Rogers, pp. 1 and 2.
45. Walcutt and McCracken. *Sojourner Truth*, Zooming Ahead, Book F (J. B. Lippincott, 1981) p. 156.
46. Guideline for Creating Positive Sexual and Racial Image in Educational Material (MacMillan Publishing Co., 1975).
47. Guideline for Creating Positive Sexual and Racial Image.
48. See Appendix C.
49. NIE Grant #810007, ID #638.
50. Statement of goals and objectives of ECS.
51. NIE Grant #0400810009, ID #1330.
52. NIE Grant #800137, ID #167.
53. NIE Grant #800187, ID #7833.

Appendix A

Fiscal Year 1981 and Fiscal Year 1982— Summary of Expenditures

FY 1981

The National Institute of Education (NIE), established by the Congress in 1972, is the principal Federal agency supporting and conducting educational research. Its purpose is to advance the frontier of knowledge about the processes of teaching and learning and about all aspects of the educational system.

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Funding Area	Amount Obligated Through 9/30/81
Teaching and Learning	$33,956,428
Educational Policy and Organization	10,460,434
Dissemination and Improvement of Practice	20,521,614
Office of the Director	302,434
Unsolicited Proposal Program	(3,007,353)
Educational Laboratories and Research and Development Centers	(30,954,616)
TOTAL	$65,240,910

This report reflects the amounts and the descriptions of the Institute's FY 1981 awards made from appropriated funds.

FY 1982

The National Institute of Education (NIE), established by the Congress in 1972, is the principal Federal agency supporting and conducting educational research. Its purpose is to advance the frontier of knowledge about the processes of teaching and learning and about all aspects of the educational system.

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This report reflects the amounts and the descriptions of the Institute's FY 1982 awards made from appropriated funds.

Funding Area	Amount Obligated Through 9/30/82
Teaching and Learning	$12,801,670
Educational Policy and Organization	1,478,653
Dissemination and Improvement of Practice	8,446,417
Office of the Director	125,025
Unsolicited Proposal Program	2,064,517
Educational Laboratories and Research and Development Centers	28,167,660
TOTAL	$53,083,942

Appendix B

Recipients of NIE Grants/Contracts in Alphabetical Order

Vendor	FY 1981	FY 1982	TOTAL
A. L. Nellum & Associates, Inc.	$ 106,525.00		$ 106,525.00
ABT Associates	449,973.00	$ 365,221.00	815,194.00
Academy of Independent Scholars	68,757.00		68,757.00
AK State Department of Education	300,000.00		300,000.00
AL State Department of Education (AIDS)	56,384.00	60,000.00	116,384.00
American Assoc. of College Teachers Educ.	287,095.00		287,095.00
American Association of School Administrators	64,522.00		64,522.00
American Educational Research Association	46,790.00		46,790.00
American Federation of Teachers	310,738.00	180,000.00	490,738.00
American Institute for Research	439,000.00		439,000.00
American National Metric Council	24,448.00		24,448.00
Appalachian Educational Laboratory	1,665,720.00	665,797.00	2,331,517.00
AR State Department of Education	85,500.00	76,950.00	162,450.00
ARC Associates, Inc.	203,845.00		203,845.00
Arizona State University, College of Nursing	67,783.00		67,783.00
Aspira	105,030.00		105,030.00
Atlanta University	45,000.00	14,999.00	59,999.00
AZ State Department of Education	44,207.00	34,865.00	79,072.00
Barnard College	40,000.00		40,000.00
Council of Scientific Society Presidents	15,000.00		15,000.00
Courtesy Associates	209,500.20	62,846.64	272,346.84
Center for Applied Linguistics, National Indochina, Native	526,855.00	249,000.00	775,855.00
Cuban, Larry	47,884.00	11,670.00	59,554.00
CUNY, Graduate Division & CUNY Research Foundation	77,000.00		77,000.00
CUNY, Research Foundation	117,648.00	130,241.00	247,889.00
D.C. Department of Human Resources		48,010.00	48,010.00
D.C. Public Schools, Office of Instructional Services	36,223.00	55,283.00	91,506.00
Decision Resources Corporation	170,051.00		170,051.00
Des Moines Independent Community School District		11,330.00	11,330.00
Detroit Public Schools	209,567.00		209,567.00
Dept. HHS, National Institute of Education	984,295.00	1,162,135.00	2,146,430.00
Dine Biola Association	130,492.00		130,492.00
Dingle Associates, Inc.	20,000.00		20,000.00
E. H. White & Company, Inc.	804,904.77	47,081.00	851,985.77
Education Commission of the States	4,005,000.00	3,872,783.00	7,877,783.00
Education Design Group	20,000.00	19,091.00	39,091.00

Vendor	FY 1981	FY 1982	TOTAL
Barrow, Stephen M.	$ 12,077.00		$ 12,077.00
Bartlett, Dr. Lesa J.	19,320.00		19,320.00
Berkeley City Unified School District	59,846.00		59,846.00
Bolt, Berkanek & Newman, Inc.		$ 296,996.00	296,996.00
California State University, Sacramento	19,800.00		19,800.00
California State University & Colleges Foundation	88,798.00	181,877.00	270,675.00
Carnegie-Mellon University	169,945.00		169,945.00
Center for Action Research, Inc.		77,000.00	77,000.00
Center for Policy Research	78,713.00		78,713.00
Center for the Expansion of Language and Thinking	14,988.00		14,988.00
Central Midwestern Regional Education Laboratory	2,739,189.00	2,393,672.00	5,132,861.00
Claremont Graduate School	59,567.00	62,259.00	121,826.00
Columbia University	40,000.00		40,000.00
Columbia University Teachers College	435,831.00	249,361.00	685,192.00
Computer Microfilm International Corporation	87,965.00	59,855.00	147,820.00
Consulting Statisticians, Inc.	168,393.00		168,393.00
Cornell University	14,180.00		14,180.00
Cornell Univ. Endowed Colleges		168,000.00	168,000.00
Council for Exceptional Children	302,287.00	261,565.00	563,852.00
Council of Chief State School Officers	106,660.00		106,660.00
Educational Improvement Center, Northwest	14,963.00		14,963.00
Educational Testing Service	1,465,465.00	486,601.00	1,952,066.00
Eugene Public School District	5,044.00		5,044.00
Evaluation Technologies	35,851.00		35,851.00
Far West Laboratory for Educational Research	4,105,342.00	2,475,000.00	6,580,342.00
F1 State Department of Environmental Regulation		17,113.00	17,113.00
Frederic Burk Foundation for Education	14,478.00		14,478.00
Freedman, Sara	42,566.00	10,000.00	52,566.00
Ga State Department of Education	48,600.00		48,600.00
George Washington University	323,159.44	289,997.00	613,156.44
Georgia State University		98,761.00	98,761.00
Grant Wood Area Education Agency	14,982.00		14,982.00
Harvard College	102,215.00		102,215.00
Harvard College, President & Fellows Museum	252,745.00		252,745.00
Harvard University, Graduate School of Education	30,000.00		30,000.00
HI State Department of Education	101,214.00	90,563.00	191,777.00
High/Scope Educational Research Foundation	81,291.00	22,033.00	103,324.00
Howard University	12,002.00		12,002.00
Human Resources Research Organization		20,000.00	20,000.00
Huron Institute	169,154.95	107,420.00	276,574.95
IN State Department of Public Instructions	71,829.00		71,829.00
Indian Education Training, Inc.	71,851.00	72,000.00	143,851.00
Indiana University Foundation	144,000.00		144,000.00
Information Planning Association	122,715.00		122,715.00
Institute for Responsive Education	106,201.00		106,201.00
Institute for the Study of Private Schools	125,000.00		125,000.00

Vendor	FY 1981	FY 1982	TOTAL
Inter America	$ 149,658.00	$ 194,003.00	$ 343,661.00
J.L.M., Inc.	45,000.00		45,000.00
Johns Hopkins University	1,427,494.00	1,262,064.00	2,689,558.00
Juarez & Associates, Inc.	77,720.00		77,720.00
Kent State University	20,098.00		20,098.00
Kent State University Foundation		56,420.00	56,420.00
King Research, Inc.	7,000.00		7,000.00
Kroch, Anthony		20,258.00	20,258.00
LA State Department of Education, Block Grant	87,300.00	78,596.00	165,896.00
Latino Institute	100,000.00		100,000.00
Lawyers Committee for Civil Rights & Underlaw	103,626.00		103,626.00
Lockheed Missiles & Space Company	13,000.00	35,000.00	48,000.00
Loyola University	15,000.00		15,000.00
Massachusetts Inst. of Tech., Div. of Sponsored R.	71,999.00		71,999.00
Mathematica Policy Research, Inc.	51,626.00		51,626.00
Maxima Corporation		110,584.00	110,584.00
McLeod Corporation	100,055.00	12,868.00	112,923.00
MD State Department of Education	88,390.00	79,616.00	168,006.00
ME State Department of Education & Cultural Service	85,125.00	76,611.00	161,736.00
Merrimack Education Center	210,000.00		210,000.00
Mexico American Legal Defense & Educational Fund	77,939.00		77,939.00
MI State Department of Education	77,181.00		77,181.00
Michigan State University	1,069,408.00	1,415,224.00	2,484,632.00
Mid-Cont. Reg. Lab.	164,170.00	790,189.00	954,359.00
Mississippi State University	14,356.00		14,356.00
Morris Brown College	50,000.00		50,000.00
MS State Department of Education	66,406.00	60,038.00	126,444.00
NAPA County Superintendent of Schools	144,057.00		144,057.00
National Academy of Sciences	190,300.00	57,070.00	247,370.00
National Association for Equal Opportunity in Higher Education	36,236.00		36,236.00
National Association of State Boards of Education	5,000.00		5,000.00
National Center for Higher Education Management	1,624,759.00	1,465,000.00	3,089,759.00
National Center for State Courts	22,624.00		22,624.00
National Conference of State Legislatures	302,530.00	265,359.00	567,889.00
National Council for Teachers of English	325,541.00	296,896.00	622,437.00
National Foundation for the Improvement of Education	20,000.00		20,000.00
National Opinion Research Center		92,681.00	92,681.00
National Public Radio	93,677.00	62,602.00	156,279.00
Native American Research Associates	62,148.00		62,148.00
NE State Department of Education	56,192.00	51,038.00	107,230.00
Network of Innovative Schools, Inc.		210,500.00	210,500.00
New Mexico State University	360,325.65	305,086.00	665,411.65
New York City Board of Education	50,000.00	35,000.00	85,000.00
NH State Office of the Governor	161,888.00	92,952.00	254,840.00
North Texas State University	36,619.00		36,619.00
Northeast Regional Exchange		315,000.00	315,000.00

Vendor	FY 1981	FY 1982	TOTAL
Northern Arizona University	$ 14,714.00		$ 14,714.00
Northeastern University	84,000.00		84,000.00
Northwestern Regional Laboratory	4,169,794.00	$ 2,977,199.00	7,146,993.00
Northwestern University	168,966.00	49,713.00	218,679.00
Oakland Unified School District	263,353.00		263,353.00
Oakland University	141,110.00		141,110.00
Ohio State University, Center for Vocational Education	1,047,750.00		1,047,750.00
Ohio State University, Research Foundation	794,991.00	1,684,805.00	2,479,796.00
Ohio University	16,125.00		16,125.00
OK State Department of Education, Human Relations Section	52,524.00	47,386.00	99,910.00
Old Dominion University Research Foundation	14,527.00		14,527.00
Ontario Institute for Studies in Education	76,681.00	82,618.00	159,299.00
Organization for Economic Cooperation and Development	16,000.00		16,000.00
Organization for Social and Technical Innovation	786,752.00	744,798.00	1,531,550.00
Orleans Parish School Board	15,000.00		15,000.00
Oryx Press	35,000.00		35,000.00
PA State Department of Education	96,935.00	79,234.00	176,169.00
PR Governor's Office	38,849.00		38,849.00
Rand Corporation	257,763.00	373,521.00	631,284.00
Rebell & Krieger	65,836.00		65,836.00
Research for Better Schools	2,708,544.00	2,375,021.00	5,083,565.00
Rutgers, the State University	58,999.00		58,999.00
Rutgers, the State University, Douglas College	22,592.00		22,592.00
Salt Lake School Board of Education	45,015.00	47,482.00	92,497.00
San Diego State University, Foundation	125,359.00		125,359.00
San Diego State Division of Elementary and Secondary Education	65,700.00	59,115.00	124,815.00
Simon Fraser University	36,457.00		36,457.00
Social Science Education Consortium	285,803.00	253,910.00	539,713.00
South Asian American Education Association	57,357.00		57,357.00
South Holland School District	15,000.00		15,000.00
Southeast Regional Council for Educational Improvement	399,830.29	402,263.00	802,093.29
Southern Educational Communications Association	199,968.00		199,968.00
Southwest Educational Development Laboratory	1,885,710.00	1,505,000.00	3,390,710.00
Southwest Regional Lab.	1,951,570.00	1,758,040.00	3,709,610.00
SRI International	425,879.00		425,879.00
Stallings, Dr. Jane	41,163.00		41,163.00
Stanford University	1,569,294.00	1,300,339.00	2,869,633.00
Suny, Downstate Medical Center, College of Med.	24,457.00		24,457.00
Syracuse University	348,643.00	252,534.00	601,177.00
Syracuse University, Office of Sponsored Programs	99,604.00		99,604.00
Systems Development Corporation	59,654.00		59,654.00
TDR Associates, Inc.	86,216.00	117,517.00	203,733.00
Temple University		74,565.00	74,565.00

Vendor	FY 1981	FY 1982	TOTAL
TN State Board of Education	$ 51,212.00	$ 46,090.00	$ 97,302.00
University of California, Graduate School of Curriculum	1,186,188.00	1,075,091.00	2,261,279.00
Universities of California at Berkeley	162,236.00		162,236.00
University of Alaska	101,919.00	75,000.00	176,919.00
University of Arizona	70,000.00		70,000.00
University of California, Berkeley	1,038,946.00	197,046.00	1,235,992.00
University of California, Irvine	15,000.00		15,000.00
University of California, Los Angeles	116,359.00	134,765.00	251,124.00
University of California, Riverside	64,993.00		64,993.00
University of California, San Diego	198,031.00		198,031.00
University of California, Santa Barbara	98,327.00		98,327.00
University of Chicago	442,660.00		442,660.00
University of Cincinnati	19,128.00		19,128.00
University of Georgia	76,000.00		76,000.00
University of Illinois	406,778.00	1,938,302.00	2,345,080.00
University of Illinois, Chicago Circle Campus	20,036.00		20,036.00
University of Illinois, Urbana Campus	1,489,597.00	274,259.00	1,763,856.00
University of Iowa	46,876.00		46,876.00
University of Kansas	150,481.00	103,000.00	253,481.00
University of Kentucky, Research Foundation	15,000.00		15,000.00
University of Lowell	27,361.00	23,491.00	50,852.00
University of Maryland	14,988.00		14,988.00
University of Maryland, Baltimore County Campus	60,964.00		60,964.00
University of Massachusetts	181,323.00	36,797.00	218,120.00
University of Michigan	745,839.00	399,396.00	1,145,235.00
University of Mid-America	1,894,515.00	1,935,000.00	3,829,515.00
University of Minnesota	14,978.00		14,978.00
University of Missouri		20,061.00	20,061.00
University of Missouri, Kansas City	20,426.00		20,426.00
University of Nevada at Reno	14,985.00		14,985.00
University of New Mexico	39,765.00		39,765.00
University of New Orleans	41,166.00		41,166.00
University of North Carolina, Chapel Hill	70,057.00	71,826.00	141,883.00
University of North Carolina, Charlotte	51,239.00		51,239.00
University of Notre Dame	54,500.00		54,500.00
University of Oregon	1,108,303.00	1,143,962.00	2,252,265.00
University of Pennsylvania	494,308.00	155,377.00	649,685.00
University of Pittsburgh	2,769,859.00	2,414,556.00	5,184,415.00
University of Rhode Island	10,000.00		10,000.00
University of South Carolina	105,904.00	48,960.00	154,864.00
University of Southern Florida	17,454.00		17,454.00
University of South California	14,812.00		14,812.00
Univ. of Tenn., Div. of Conting. Ed.	90,000.00		90,000.00
University of Texas	1,664,996.00	1,485,000.00	3,149,996.00
University of Texas at San Antonio	12,371.00		12,371.00
University of Utah	6,629.00		6,629.00
University of Vermont	15,000.00		15,000.00
University of Washington	43,281.00		43,281.00
University of Wisconsin, Madison	2,172,841.00		2,172,841.00
Urban Institute	116,905.00		116,905.00
Vanderbilt University	125,471.00		125,471.00
Verbal Interaction Project, Inc.	66,545.00		66,545.00

Vendor	FY 1981	FY 1982	TOTAL
VI Dept. of Conservation & Cultural Affairs	$ 75,000.00	$ 67,500.00	$ 142,500.00
Virginia State University	45,000.00		45,000.00
VT ST Dept. of Education, Vocational Technical	76,500.00	68,850.00	145,350.00
WA ST Dept. of Education	72,000.00	64,800.00	136,800.00
Washington State University		31,806.00	31,806.00
Washington University		44,030.00	44,030.00
Wellesley College	34,534.00		34,534.00
Western Oregon State College		49,714.00	49,714.00
WI ST Dept. of Public Instruction	91,080.00	71,450.00	162,530.00
Yale University	146,251.00	130,243.00	276,494.00
Yale University, Dept. of Psychology	85,178.00		85,178.00
Totals	$68,459,991.30	$48,239,462.64	$116,699,454.94

The amount of obligated money sometimes differs with actual dollars spent due to a difference in actual work performed and the amount of work budgeted.

Appendix C

Fiscal Year 1981 and Fiscal Year 1982 Awards Listed Individually

FY 1981 Awards

The National Institute of Education (NIE), established by the Congress in 1972, is the principal Federal agency supporting and conducting educational research. Its purpose is to advance the frontier of knowledge about the processes of teaching and learning and about all aspects of the educational system.

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TOTAL	$65,240,910

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The descriptions and the specific terminology of awards were written by the N.I.E. staff which writes the specifications and monitors the projects.

Teaching and Learning

The Teaching and Learning program supports research to improve the understanding of teaching, learning, and student achievement, especially in the areas of reading, writing, and mathematics. The program is concerned with what is being taught, the practice of teaching, and how pupil progress and school effectiveness are assessed. To achieve these objectives, the program supports research in areas such as effective teaching practices, the development of language and literacy skills, learning outside of school, and testing.

General

Awardee	FY 1981 Amount	Period Covered By Award	Contract/ Grant No.
Courtesy Associates Washington, DC	$ 57,188	4/81-12/81	400810015
National Institute of Education (NIE), Washington, DC National Science Foundation (NSF), Bethesda, Md	205,000	12/80-9/81	NIEIA81003
Vanderbilt University Nashville, TN	3,034	1/81-1/82	NIEG800028
Ohio University Athens, OH	16,125	8/81-8/82	NIEG800164
Dingle Associates Washington, DC	84,330	1/81-9/81	400790035
National Institute for Community Development Rosslyn, VA	1,898	10/80-11/80	400790036
Various	424,028	10/80-9/81	Various

Reading and Language Studies

The Reading and Language Studies Unit states that effective communication skills are critical to both educational and occupational success. Perhaps the major contribution of education to the goals of equality of educational achievement and social opportunity is the improvement of literacy: reading and writing.

Awardee	FY 1981 Amount	Period Covered By Award	Contract/ Grant No.
Stanford University Stanford, CA	$ 14,925	6/81-12/81	NIEG810098
University of Maryland Baltimore, MD	13,861	7/81-7/82	NIEG810100
Old Dominion University Research Norfolk, VA	14,527	8/81-5/82	NIEG810102
University of California Berkeley, CA	14,526	7/81-7/82	NIEG810103
Arizona State University Tempe, AZ	14,957	8/81-8/82	NIEG810105
University of Vermont Burlington, VT	15,000	9/81-9/82	NIEG810111
University of Washington Seattle, WA	12,606	9/81-9/82	NIEG810113

Description

The contractor provided logistic support for four regional meetings of NIE-NSF grantees and others interested in using microprocessor-based technology in mathematics education.

Interagency agreement for support of a joint NIE/NSF grants program studying mathematics and science learning processes, using information technology.

This research will examine differences in cognitive skills and strategies of good and poor learners, and the effectiveness of an instructional enrichment program in modifying poor learners' skills.

The purpose of this research is to study the changing meanings of literacy in the United States from 1700 to the present.

This award provided conference support for grants, seminars, planning conferences, study group meetings, and report preparation.

Contractor provided technical assistance for the T&L Research Grants Program, as well as planning and management of conferences, workshops, task forces, and other support services.

Preparation of planning papers and reports, reviews of grant applications, and other miscellaneous small procurements for existing or proposed projects related to the T&L mission.

Description

This project will investigate the use and benefit of a computerized learning system linked to farm family television sets. Research will determine which programs motivate reading and contribute to improved scholastic attainment by the participating children.

This project will examine the extent to which young and mature readers at various reading levels understand expository writing.

This research will focus on the role of student attitudes on learning to write. Results of this research will help secondary-school English teachers and college basic writing teachers to better understand and teach underskilled writers.

This research will study the acquisition of language by young children in Mexican-American homes and explore the role of adaptation to the majority culture as a factor in learning language in the home.

This study will investigate the language development of Hispanic children in Salt Lake City (Utah) and examine how families and schools can support each other in such language development.

This study will make comparisons between good and poor readers and analyze those instances in which poor readers have the most difficulty, as well as instances where they display reading strengths.

This study will examine the pedagogical technique of having students critique the written compositions of their classmates. The project will describe the types of feedback students provide their peers and its impact.

Awardee	FY 1981 Amount	Period Covered By Award	Contract/ Grant No.
Center for the Expansion of Language and Thinking Tucson, AZ	$ 14,988	9/81-9/82	NIEG810114
E. H. White and Company, Inc. Colton, CA	478,293 **	2/81-8/82	400810004
Stanford University Stanford, CA	9,995	4/80-12/80	NIEG800040
Dr. Elsa J. Bartlett New York, NY	19,320	9/81-8/82	NIEG800059
Indiana University Foundation Bloomington, IN	20,000	8/81-3/82	NIEG800121
Center for Applied Linguistics Arlington, VA	18,000	7/81-1/82	NIEG800122
New Mexico State University Las Cruces, NM	80,907	7/81-7/82	NIEG800124
University of California Berkeley, CA	42,236	7/81-6/82	NIEG800125
University of Michigan Ann Arbor, MI	17,000	9/81-3/82	NIEG800148
Stanford University Stanford, CA	67,321	9/81-9/82	NIEG800156
Educational Testing Service Princeton, NJ	68,200	10/80-9/81	NIEG800157
Temple University Philadelphia, PA	42,942	1/81-9/81	NIEG800163
University of South Carolina Columbia, SC	45,040	9/81-9/82	NIEG800175
Northwestern University Evanston, IL	9,997	9/81-9/82	NIEG800176
University of Pennsylvania Philadelphia, PA	57,001	9/81-9/82	NIEG800182
Dine Biolta Association Window Rock, AZ	130,492	2/81-5/82	400800012
ARC Associates Oakland, CA	112,199	6/81-5/82	400800013
Southwest Educational Development Lab Austin, TX	204,710	9/81-9/82	400800043
Southwest Regional Laboratory Los Alamitos, CA	969,974	11/80-10/81	CA80001*
Vanderbilt University Nashville, TN	48,000	9/81-9/82	NIEG790117
University of California Berkeley, CA	74,990	9/81-9/82	NIEG790118
Carnegie-Mellon University Pittsburgh, PA	72,500	9/81-9/82	NIEG790119
University of Michigan Ann Arbor, MI	50,000	10/80-9/81	NIEG790133

* Cooperative Agreement

** Includes funds from other T&L divisions

Description

This project reanalyzes an extensive data base on the cognitive and language development of Crow Indians to serve as a model case study for small language groups in the United States. The analysis of the data from an actual bilingual project evaluation will also provide an indication of the contributions and limitations of individual standardized test instruments in bilingual program evaluation.

The contractor will review and prepare a synthesis of the reading research of the past decade; prepare a set of materials, reports, teacher training curricula, and video tapes that will be useful to teachers, teacher trainers, and staff development workshops; and develop policy analyses regarding further research on reading.

Study of linguistic knowledge of nonreaders compared to readers among monolingual and bilingual readers.

This research investigates development of skill in organizing narrative texts in good and poor elementary and junior high-school writers.

This study will examine the growth of written language among preschool and primary-grade children by identifying the specific characteristics that influence children's development of written language literacy.

This study will examine the nature of a unique "dialogue journal" which was developed and used by classroom teachers for over 10 years.

The purpose of this study is to develop techniques for analyzing the comprehensibility of Spanish-language texts, which will permit a comparison of Spanish and English materials used in bilingual education programs.

This project identifies linguistic features which differentiate written and spoken language, relates these features to the ongoing process of writing, and traces their development in children.

The proposed research is a classroom-based instruction program designed to measure and promote children's reading comprehension skills.

The National Study of Secondary School Writing is examining the teaching of writing in all subject areas in secondary schools.

The proposed work investigates bilingual students' accuracy and speed in solving deductive reasoning problems in Spanish and English.

The aim of the research is to compare speech and writing.

This project investigates the complex process of reading comprehension. A clearer understanding of factors involved in reading comprehension will be useful in more effective teaching of reading.

This project will study children's knowledge about written language at the time they are beginning to read.

This project studies the effects of different pedagogical techniques on reading comprehension.

This project will examine perceptions of various segments of the community which impact on bilingual education programs.

Focusing on a Chinese community on the West Coast, this study will identify an exemplary bilingual program, conduct an ethnographic study of community and school interactions, and conduct a study of the languages and dialects used in the school, home, and community.

This award supports research on bilingual instructional practices that foster acquisition of literacy and language skills in English for Hispanic, Chinese, and Navajo students.

The National Center for Bilingual Research will conduct research on language acquisition, language functioning, and bilingual schooling through both long- and short-term research and dissemination activities.

Research to pinpoint effective ways for children to comprehend written information.

Research to study the extent to which different factors account for how quickly and efficiently young children learn a second language.

Research on the psychological process underlying reading comprehension.

Research to better understand the roles of the writer and the reader in order to improve comprehension in stories, essays, etc.

Awardee	FY 1981 Amount	Period Covered By Award	Contract/ Grant No.
University of Notre Dame Notre Dame, IN	$ 54,500	10/80-9/81	NIEG790134
University of California La Jolla, CA	59,999	10/80-9/81	NIEG790135
University of New Mexico Albuquerque, NM	39,765	10/80-9/81	NIEG790179
American Institutes for Research Washington, DC	208,648	11/80-8/81	400780043
University of Illinois Urbana, IL	1,386,812	11/80-9/81	400760116

Learning and Development

The Learning and Development Unit focuses on abilities, knowledge, and more complex intellectual skills. It is concerned with mathematics learning (increasingly essential in our society), reading comprehension, and reasoning and thinking.

Awardee	FY 1981 Amount	Period Covered By Award	Contract/ Grant No.
University of California Irvine, CA	$ 15,000	9/81-8/82	NIEG810092
Loyola University Chicago, IL	15,000	9/81-9/82	NIEG810093
Michigan State University East Lansing, MI	14,740	9/81-9/82	NIEG810094
University of Massachusetts Amherst, MA	14,955	9/81-8/82	NIEG810095
University of Texas San Antonio, TX	12,371	8/81-9/82	NIEG810096
University of Nevada Reno, NV	14,985	9/81-9/82	NIEG810112
University of Georgia Athens, GA	37,322	9/81-11/82	400810028
University of Iowa Iowa City, Iowa	32,027	7/81-6/82	NIEG800091
University of California Santa Barbara, CA	37,294	7/81-6/82	NIEG800095
State University of New York Buffalo, NY	24,457	7/81-6/82	NIEG800097
University of Illinois Urbana, IL	38,017	8/81-8/82	NIEG800098
University of California Santa Barbara, CA	28,067	8/81-8/82	NIEG800118
City University of New York New York, NY	55,468	10/80-9/81	NIEG800119
University of Massachusetts Amherst, MA	34,011	7/81-6/82	NIEG800126
University of Texas Austin, TX	31,000	10/80-9/81	NIEG800143
University of Illinois Urbana, IL	64,768	11/80-9/81	NIEG800153

Description

Research on the more complex aspects of memory and their relation to the acquisition of reading skills.

Research on how preschoolers deal with written material.

Research directed at improving the teaching of literacy for poor and minority populations.

The Document Design Project will produce knowledge and techniques for providing training in document design for students; building theories about functionally important reading and writing tasks that people frequently perform in schools, on the job, and during routine daily activities; and improving the design of certain important documents published in the public and private sectors.

The Center for the Study of Reading conducts research on reading comprehension, focusing on the transition from early reading to the stage where comprehension and retention are required, and seeking ways to ease students' transition into more intellectually demanding reading tasks of the middle grades.

Description

This study will investigate the acquisition of cognitive skills and how they may be better developed in the school setting.

This project will examine what students know about what they know. Individual differences in ability to separate known from unknown information explains differences in student performance.

This project will examine how students' understanding of photosynthesis changes as instruction progresses. The description of changes and analysis of their implications will be useful in improving science instruction methods.

This project will examine the usefulness of stop-action video replay in teaching physical concepts to young children.

This study will identify the cognitive skills and procedures that students use to study and acquire knowledge and relate this to academic performance.

This study will investigate whether speed listening can be used effectively as a study method for normal populations of students. The research will be useful in the education of blind individuals who rely heavily on listening for obtaining information, and it may be helpful to students with reading difficulties.

This project will investigate the learning patterns of black students studying algebra.

This research will examine the bases of children's problems in extending math concepts to applied settings.

This project examines differences in the ways sixth-grade boys and girls solve arithmetic story problems. Knowledge of the strategies and the cognitive processes used by boys and girls will help teachers plan both basic and remedial instruction.

The study will describe the movement toward conceptual maturity on arithmetic tasks of three groups of thirty students which will reflect a cross-section of the population from a large metropolitan school district.

This project will examine the process by which students develop key ideas involving fractions.

This project will examine how novices learn to become creative users of electronic computers and will contribute to what Schneiderman (1980) calls "software psychology"—a theory of how humans think about and use computers.

To study how the development of numerational concepts in children is affected by differences in both language background and the style of mother-child interaction in problem-solving settings.

Project will conduct a series of studies to investigate effects of text comprehensibility upon the acquisition and use of elementary probability theory. Hypotheses about processing of mathematical knowledge will be tested.

This project will examine individual patterns in the development of number concepts in 3- to 6-year-old children.

This project supports four interrelated activities in studying mathematics curricula: (1) operation of the International Mathematics Committee, (2) the U.S. National Mathematics Committee, (3) data collection and analysis in the U.S., and (4) the U.S. National Coordinating Center.

Awardee	FY 1981 Amount	Period Covered By Award	Contract/ Grant No.
Ohio State University Columbus, OH	$ 58,117	3/81-3/82	400800007
University of Chicago Chicago, IL	40,508	7/81-6/82	NIEG790090
University of New Orleans New Orleans, LA	41,166	10/80-8/81	NIEG790092
University of Massachusetts Amherst, MA	54,300	10/80-8/81	NIEG790094
Rutgers University New Brunswick, NJ	52,999	10/80-9/81	NIEG790109
Morris Brown College Atlanta, GA	50,000	10/80-9/81	NIEG790116
Consulting Statisticians, Inc. Burlington, MA	168,393	8/81-9/82	400790066

Education in the Home, Community, and Work
The Home, Community, and Work Unit examines teaching and learning in nonschool settings such as in the home, among friends, at work, in church, and recreation groups, as well as school settings in order to understand more about the learning processes in these settings.

Awardee	FY 1981 Amount	Period Covered By Award	Contract/ Grant No.
North Texas State University Denton, TX	$ 36,619	1/81-4/82	NIEG810013
University of California Los Angeles, CA	72,295	2/81-1/82	NIEG800016
Verbal Interaction Project, Inc. Freeport, NY	66,545	9/81-9/82	NIEG800042
University of Utah Salt Lake City, UT	6,629	7/81-6/82	NIEG800060
University of California San Diego, CA	74,332	9/81-8/82	NIEG800062
Harvard University Cambridge, MA	61,614	7/81-5/82	NIEG800086
South Asian American Education Association Stockton, CA	57,357	8/81-8/82	NIEG800123
Educational Testing Service Princeton, NJ	23,329	10/80-9/81	400790020

Description

The purpose of this project is to establish the Calculator Information Center. This center is to collect and disseminate information on hand-held calculator usage in school mathematics to a variety of audiences.

The study will assess differences in cognitive development of secondary-school geometry students and determine the effect of those differences on geometry achievement.

This research will examine children's ability to transform figurative information into qualitatively different information.

The project will compare bilingual and monolingual students' preconceptions, misconceptions, and problem-solving abilities in mathematics.

The project will study over time the factors affecting college students' decisions on course enrollment, major choice, and career aspirations in math, science, and engineering.

A study of representative high schools and colleges in the southeast U.S. to identify factors which influence black women students to continue in or drop out of science courses.

Research on how people learn information through graphs, charts, and figures.

Description

This research will compare the effectiveness of three types of public library story-hour programs in improving language skills of low-income children.

This research is an investigation of the communicative competence of Caucasian and Afro-American mildly retarded adults living in the community.

The investigation will attempt to identify, in three successive annual follow-up studies, the influence of mothers' preschool parenting skills on elementary-school children's competencies.

This project will use ethnographic methods to study how cognitive skills acquired in a complex real-life activity generalize beyond the specific requirements of that activity to other contexts and activities.

This study will provide a detailed description of the role which literacy plays in the nonschool and school environments of lower-class black, Anglo, and Chicano children aged five to nine. Such descriptions will be useful for effective educational planning.

This study will analyze the contribution of out-of-school experiences to the development of literacy skills among low-income elementary-school children who are either low- or high-reading achievers.

This study describes and documents the range of problems which Punjabi (south Asian) youth encounter in school, investigates within the larger community context the causes of these problems, and points to possible strategies for reducing existing barriers to educational equity.

This project examines what career information is currently being disseminated to secondary school students and to what degree this information is effective in developing career awareness.

Teaching and Instruction
The Teaching and Instruction Unit supports research on instructional processes in settings such as segregated schools, multi-ethnic classes, urban and rural schools, and adult learning centers where students with culturally and racially diverse backgrounds are concentrated.

Awardee	FY 1981 Amount	Period Covered By Award	Contract/ Grant No.
Stallings Enterprises, Inc. Mountain View, CA	$ 41,163	11/80-7/81	NIEG810008
Michigan State University East Lansing, MI	14,820	6/81-12/81	NIEG810087
University of Pennsylvania Philadelphia, PA	14,850	9/81-8/82	NIEG810088
University of Minnesota St. Paul, MN	14,978	9/81-9/82	NIEG810108
Vanderbilt University Nashville, TN	13,105	9/81-9/82	NIEG810109
University of Kentucky Lexington, KY	15,000	9/81-9/82	NIEG810110
University of California Berkeley, CA	120,389	7/81-6/82	NIEG800071
Michigan State University East Lansing, MI	12,064	9/81-3/82	NIEG800073
University of Rhode Island Providence, RI	10,000	9/81-3/82	NIEG800074
Simon Fraser University Burnaby, British Columbia, Canada	36,457	9/81-9/82	NIEG790098
Syracuse University Syracuse, NY	46,146	10/80-9/81	400790052
Educational Testing Service Princeton, NJ	274,996	10/80-9/81	400780065
University of Chicago Chicago, IL	200,000	1/81-12/81	400770094
Michigan State University East Lansing, MI	900,000	11/80-9/81	400760073

Description

This award supports workshops for teacher representatives from several states regarding ways of improving the teaching of reading in high schools in order to promote student learning.

The project will develop ways to identify teachers who are effective year after year, and to determine whether or not consistently effective teachers use the same approaches or vary their approaches throughout the school year.

This project will investigate how principals can negotiate complex pressures, human factors, limited resources, and contractual constraints while sustaining effective coordination of the instructional program.

This study examines the beliefs of first-year teachers about students and looks at how and to what extent these beliefs influence their classroom practices and how they change over time.

This award will support a major literature review on teacher stress, drawing upon existing literature in education, psychology, political science, occupations and organizations, management, and medicine. It will deal with factors inducing stress as well as interventions.

This project explores the ways in which teachers make use of a variety of available support systems such as resource specialists, supervisors, curriculum materials, workshops, expert consultants, etc. as they plan instruction and make instructional decisions for students.

This research focuses on students' perceptions of processes within school and home environments which communicate academic expectations and ultimately influence achievement.

This research will identify the kinds of student responses to classroom instruction and relate those responses to characteristics of the instruction that immediately preceded them. Six first-grade classes in lower socioeconomic schools will be observed during reading and language instruction.

This study will examine the validity of students' sense of efficacy as a motivational variable in the classroom.

This study is examining the relationship between children's own learning styles and the development of their ability to identify and use differential teacher instructional styles.

A study of successful attempts to implement P.L. 94-142, and the role of staff development in that success.

A longitudinal project designed to examine the cost and benefits of computer-assisted instruction with respect to its effectiveness as a teaching device.

The purpose of this project is to increase our understanding of the ways in which school systems, schools, and classrooms organize, allocate, distribute, and utilize educational resources.

Research focuses on understanding the cognitive processes involved in teaching, in order to improve the quality of teaching and teacher preparation, both in-service and pre-service.

Testing, Assessment, and Evaluation

The goal of the *Testing, Assessment, and Evaluation Unit* is to improve our understanding of what tests measure and how they are used or misused. Also, the unit's work involves the development of improved methods of evaluating programs and using those methods in the actual evaluation of selected educational programs.

Awardee	FY 1981 Amount	Period Covered By Award	Contract/ Grant No.
Southern Educational Communication Association (SECA) Columbia, SC	$ 199,968	2/81-9/81	NIEG810039
Eugene Public School District Eugene, OR	5,044	7/81-6/82	NIEG810075
Education Improvement Center, NW Morris Plains, NJ	14,963	7/81-6/82	NIEG810076
Mediax Associates Westport, CT	14,724	7/81-6/82	NIEG810077
University of Iowa Iowa City, IA	14,849	8/81-7/82	NIEG810078
Northern Arizona University Flagstaff, AZ	14,714	8/81-7/82	NIEG810079
University of Southern California Los Angeles, CA	14,812	9/81-8/82	NIEG810080
University of California Riverside, CA	14,993	9/81-8/82	NIEG810081
New York City Board of Education New York, NY	15,000	9/81-6/82	NIEG810082
Ohio State University Columbus, OH	15,000	9/81-8/82	NIEG810083
University of Maryland College Park, MD	14,988	9/81-8/82	NIEG810084
Cornell University Ithaca, NY	14,180	6/81-5/82	NIEG810086
Orleans Parish School Board New Orleans, LA	15,000	7/81-6/82	NIEG810090
Betty Dubban and Phyllis Sommers Cedar Rapids, IA	14,982	8/81-8/82	NIEG810091
Education Service Center, Region XX San Antonio, TX	15,000	7/81-7/82	NIEG810101
University of Wisconsin Madison, WI	14,988	8/81-8/82	NIEG810104
Mississippi State University State College, MS	14,356	9/81-6/82	NIEG810106
University of Chicago Chicago, IL	14,296	9/81-2/82	NIEG810107
Education Commission of the States Denver, CO	3,880,000	1/81-12/81	NIEG800003
Johns Hopkins University Baltimore, MD	49,062	7/81-6/82	NIEG800080
Indiana University Bloomington, IN	124,000	8/81-7/82	NIEG800089
University of South Carolina Columbia, SC	46,000	9/81-8/82	NIEG800129

Description

This award will enable SECA to assist in the production of a four-part television series to be aired in the fall of 1981 on Stations affiliated with PBS (Public Broadcasting Service). This TV series will deal with the pros and cons of minimum competency testing (MCT).

This research will examine the differences in the reading levels of students on an elementary level and attempt to better understand the learning processes necessary to improve reading capabilities of students.

This project will survey teachers, administrators, and parents to ascertain the effectiveness and utility of a model used for evaluating their basic skills programs.

This study will analyze the influence of family factors on achievement scores of black students.

This study will investigate the differential difficulty of test items in a mathematical aptitude test for a sample group of boys and girls.

This study will research whether students will increase achievement test scores through group supportive testing, in which students answer test questions orally while receiving peer encouragement.

This project will investigate the relationship between test-taking skills and race, in order to test the assumption that minority group children use deficient test-taking strategies which inhibit performance on standardized achievement tests.

This research will examine testing approaches and consider the significance of task and subject characteristics in assessments and educational decisions.

This project will consider how knowledge of mobility patterns can be used for institutional program planning and pupil evaluations.

This research involves a case study of an evaluation model which is being designed to integrate the best features of existing alternative approaches to program evaluation.

In addition to evaluating an educational model in math skills, this project will make a comparison of systematic and subjective evaluation information in the Baltimore city public schools.

This project is an investigation of research implementation and how it can affect evaluation results. It emphasizes the importance of considering major implementation problems prior to and while conducting evaluations.

This project will examine the processes by which evaluation research is used in public schools. As well as the factors which inhibit or promote such uses.

This project will develop and validate a student teacher evaluation feedback process as an instructional strategy of use in music education.

This study will investigate ways to better utilize evaluations and how they may be applicable to a wide range of subjects and content areas.

This study will examine and attempt to clarify the various measures of time to learn and student achievement.

This study will examine patterns of teacher behavior regarding their use for various types of test score data. The project's findings should have an impact upon methods of determining pupil placement.

This project will conduct research on classroom computerized testing to individualize student learning.

Project supports the conduct of the National Assessment of Educational Progress (NAEP), a continuing survey of American students' knowledge, and the analysis of NAEP data.

The purpose of this study is to discover ways for improving the use of achievement test data in educational management by exploring a combination of recent technical advances and the expert judgments of actual school management personnel.

This project will develop and evaluate a systematic data management and information system which will provide regular and resource teachers of inner-city mildly handicapped high-school pupils with daily records of appropriateness and effectiveness of instruction, as well as the progress of each student in each subject area.

This study will investigate seven major problems related to field testing in basic skills assessment programs and to the use of criterion-referenced test data at the school district level. The study focuses among other problems on ways to improve the interpretation of objective-referenced test data, and procedures to improve the use of test information to help identify deficiencies of poor test achievers.

Awardee	FY 1981 Amount	Period Covered By Award	Contract/ Grant No.
Center for Applied Linguistics Arlington, VA	$ 15,000	5/81-8/81	NIEG800149
University of North Carolina Charlotte, NC	51,239	7/81-12/81	NIEG800198 (formerly NIEG800077)
Huron Institute Cambridge, MA	49,548	2/81-2/82	400800008
McLeod Corporation Washington, D.C.	100,055	2/81-10/81	400800022
Northwestern University Evanston, IL	115,200	9/81-8/82	NIEG790128
Stanford University Stanford, CA	72,696	9/81-9/82	NIEG790138
University of Kansas Lawrence, KS	47,949	9/81-9/82	NIEG790156
American Institutes for Research in the Behavioral Sciences Washington, DC	230,852	2/80-8/81	400790014
University of Mid-America Lincoln, NE	1,878,644	10/80-9/81	NIEG750001

Educational Policy and Organization

The Educational Policy and Organization program supports research on issues of organization, management, law, finance, and governance as they relate to education. The goal of the program is to help policymakers make more informed decisions on such issues and improve the organization and management of educational agencies and institutions.

General

Awardee	FY 1981 Amount	Period Covered By Award	Contract/ Grant No.
Courtesy Associates Washington, DC	$ 15,628	3/81-9/81	400810015
Dingle Associates Washington, DC	155,611	11/80-9/81	400790035
National Institute for Community Development Arlington, VA	56,097	11/80-1/81	400790036
Various	286,000	10/80-4/81	Various

Educational Finance

The Educational Finance Unit studies issues related to the productions, allocation, and expenditure of education resources and the way in which school financing is affected by economic and demographic trends.

Awardee	FY 1981 Amount	Period Covered By Award	Contract/ Grant No.
National Conference of State Legislatures Washington, DC	$ 273,030	12/80-12/81	400810007
Institute for Responsive Education Boston, MA	106,201	5/81-7/82	400810016
JLM, Inc. Cambridge, MA	45,000	7/81-6/82	400810021
University of Pennsylvania Philadelphia, PA	168,472	9/81-8/82	400810025
Institute for the Study of Private Schools Los Angeles, CA	125,000	11/80-12/81	NIEG780050

Description

The study will determine whether standardized tests of reading comprehension unfairly penalize certain students.

This project will examine classroom observational techniques and psychometric assessment results which can improve decisions about placement of exceptional children.

This study aims to increase evaluation productivity by discovering strategies which can be used for decision-making and increasing insight through cross-study analysis.

This project involved the conduct of hearings to provide information to state and local policymakers on issues related to minimum competency testing and its effects on academic performance.

This project aims to improve methods for planning and evaluating innovations in education.

This study will examine relationships among linguistic and communicative competence, selected individual characteristics, and language dominance among Spanish-English bilingual students.

The study is focusing on measurement of the reasoning processes which underlie students' responses to ability tests.

Project is evaluating Project Excel, an urban education program focusing on high-risk inner-city youth and funded by the Department of Education.

This research study involves the development and operation of a model postsecondary open-learning system which reaches people through television, audio cassettes, and other technical innovations. The system is a consortium of 11 universities in Iowa, Kansas, Minnesota, Mississippi, Nebraska, North Dakota, and South Dakota.

Descriptions

The contractor will provide support for planning conferences, study group review meetings and report preparation, etc.

This award provides support for planning conferences, grants seminars, study group meetings, etc.

Technical assistance for grants competition review and conference management services.

Preparation of planning papers; review, publishing, and editing of reports; peer reviews of proposals submitted under four separate grants competitions; and other small procurements related to accomplishing the EPO mission.

Description

The contractor will provide technical assistance and matching grant awards to a number of state legislatures involved in changing their school finance systems.

The contractor will prepare a handbook for local practitioners that will examine how local school districts address the problem of declining enrollment.

This study will analyze the personnel data bases from three private companies and conduct two or three case studies to determine the effects of education and training on career mobility.

The contractor will examine current education and training policies and practices, with an emphasis on corporate decision-making and the role of public policy in influencing corporate investment in human capital.

This study will examine the political, social, economic, and organizational effects of new legislation passed by the British Columbia Legislative Assembly to provide public support to private elementary and secondary schools, and will assess the consequences of this major shift in public policy.

Law and Public Management

The Law and Public Management Program seeks to improve the process by which educational policy is developed, influenced, implemented, and monitored at the Federal, State, and municipal levels.

Awardee	FY 1981 Amount	Period Covered By Award	Contract/ Grant No.
Stephen Barro Washington, DC	$ 12,077	4/81-3/82	NIEG810026
University of Alaska Fairbanks, AK	14,180	2/81-1/82	NIEG810027
Johns Hopkins University Baltimore, MD	22,432	2/81-2/82	NIEG810036
University of California Berkeley, CA	35,945	2/81-1/82	NIEG810037
Yale University New Haven, CT	45,413	2/81-1/82	NIEG810038
Rand Corporation Washington, DC	71,930	5/81-4/82	NIEG810062
Thomas E. Van Dam South Holland, IL	15,000	9/81-6/82	NIEG810072
Office of Education and Community Development (OECD)/Center for Education Research and Innovation (CERI) Paris, France	16,000	2/81-1/82	NIEG810089
National Association of State Boards of Education Washington, DC	5,000	9/81-12/81	NIEG810121
Education Commission of the States Denver, CO	90,000	2/81-9/81	400810012
Indian Education Training, Inc. Albuquerque, NM	75,851	2/81-2/82	NIEG800001
Rebell and Krieger New York, NY	65,836	1/81-1/82	NIEG800032
Rand Corporation Santa Monica, CA	32,958	6/80-12/81	NIEG800048
National Opinion Research Center Chicago, IL	123,603	9/81-9/82	NIEG800051
National Center for State Courts Williamsburg, VA	22,624	9/80-12/81	NIEG800137
University of Washington Seattle, WA	30,675	9/81-9/82	NIEG800138
University of Maryland Baltimore County Campus Baltimore, MD	47,103	9/81-1/82	NIEG800139
Rand Corporation Santa Monica, CA	153,047	8/81-8/82	400800016
Systems Development Corporation Santa Monica, CA	59,654	9/81-12/82	400800039
University of Michigan Ann Arbor, MI	28,073	4/81-9/81	NIEG790151
Rutgers University New Brunswick, NJ	6,000	10/80-6-81	NIEG790176

Description

This study examines various federally-mandated categorical programs and analyzes the relationship between the level of federal funding and local district behavior and compliance.

The study will examine the effectiveness of current bilingual education policies of Alaska by identifying and describing the problems related to the implementation of bilingual education programs in a school district.

This project will examine within-school student segregation in program and course enrollments and extra-curricular activities for large samples and desegregated high schools in 1972 and 1980.

This collaborative study will examine the utilization of data collection requirements as a mechanism for federal control of education.

The study, using data from the Hartford, Connecticut voluntary metropolitan desegregation effort, will investigate the long-term effects of desegregation on black students in regard to post-secondary education, careers, and housing.

This study will compare achievement levels of high-school students who attended integrated elementary schools with those who attended segregated elementary schools.

This award supports the preparation of four case studies on rural education and local development.

This award supports the analysis of major legal problems facing state boards of education and alternatives for dealing with these problems.

The contractor will provide information and technical assistance to state officials responsible for planning and developing programs to assist local districts in implementing desegregation.

This study will examine the legislative history of Public Law 95-561 (Title XI), investigate the implementation of this enactment, examine its effects upon LEA's and Native American school children, and assess its efficacy as a tool for achievement of educational equity.

This is a study of the effectiveness of an administrative agency (Office for Civil Rights) in implementing educational reform in New York City during the period 1975-1980.

This study will compare the formal and informal management systems used by three federal education programs to affect state and local education policy.

This study will examine the tensions between the Federal Government's concern for social equity in education of the attention of local school districts with economic development.

This study will examine the factors that influence attorneys' selection of federal or state courts as a forum for resolving educational equity disputes.

This study focuses upon ways to improve programs that affect youths' transition from school to work, through education, training, and employment.

This grant provides support for a historical analysis of the development of public policy in education during the period 1961-1969.

This study is a historically grounded inquiry into the theory and practice of delinquency prevention in the 20th century. It focuses on reforms and/or progressive efforts in delinquency prevention in the past, in order to better understand current events.

Development of a set of papers which examine and synthesize theory and methods in school desegregation research.

This study will analyze school segregation data, describing school enrollment trends in the nation's largest cities and examining the white flight thesis.

This project will analyze the education leadership in state legislatures, examining the organizational structure of this leadership as well as the characteristics of individual legislative leaders and their staff.

Educational Organizations and Local Communities

The Educational Organization and Local Communities Division supports activities to improve the organization and management of educational institutions and their inter-relationships with the communities they serve.

Awardee	FY 1981 Amount	Period Covered By Award	Contract/ Grant No.
California State University Sacramento, CA	$ 19,800	2/81-1/82	NIEG810005
Larry Cuban Arlington, VA	47,884	3/81-7/82	NIEG810024
Research for Better Schools Philadelphia, PA	72,447	2/81-7/82	NIEG810030
Sara Freedman Cambridge, MA	42,566	2/81-1/82	NIEG810031
Harvard University Cambridge, MA	80,333	2/81-1/82	NIEG810032
University of Massachusetts Amherst, MA	46,197	6/81-5/82	NIEG810056
University of Illinois Chicago, IL	20,036	4/81-4/82	NIEG810057
Columbia University New York, NY	24,414	6/81-6/82	NIEG810058
Rutgers University New Brunswick, NJ	22,592	4/81-4/82	NIEG810059
University of South Carolina Columbia, SC	14,864	6/81-12/81	NIEG810060
Trustees of University of Pennsylvania Philadelphia, PA	24,750	4/81-4/82	NIEG810061
University of California Berkeley, CA	8,998	5/81-4/82	NIEG810068
University of Missouri Kansas City, MO	20,426	5/81-8/81	NIEG810070
University of Kansas Lawrence, KS	102,532	6/81-5/82	400810017
National Academy of Sciences Washington, DC	190,300	3/81-2/82	400810018
University of Pittsburgh Pittsburgh, PA	68,274	12/80-12/81	NIEG800006
High/Scope Educational Research Foundation Ypsilanti, MI	81,291	6/80-6/81	NIEG800046
Center for Education Policy and Management Eugene, OR	79,967	9/81-9/82	NIEG800110

Description

The project will examine the factors that encourage or discourage professional productivity of research-trained natural science and engineering faculty who are now employed at teaching-oriented state colleges and regional universities.

This project will examine the teaching methods employed over two major educational reform periods: the progressive era (1920-1940) and the open education movement of the 1960's. The project will also address current prospects for change.

This study of 45 schools in eastern Pennsylvania will examine differences in the ways these schools operate with regard to decision-making, communication, rule enforcement, and reward structures.

This study will examine the perceptions of female elementary-school teachers concerning the ways in which school structure affects their professional and personal lives.

Using five case studies, this project will examine the impact of multiple constituents of the New York City school system on the internal management and control of the bureaucracy.

This study will examine the attitudes of community college faculty toward their work and their institutions, and analyze the effect of those attitudes on teaching.

This study will test the theory that students' persistence in or withdrawal from college is related to the amount of their participation and involvement in the academic and social system of the college.

This project will analyze data on colleges in three states (one in the East, one in the Midwest, and one in the West) in order to assess changes in institutional diversity between 1960 and 1980. The study will develop an "index" of types and levels of diversity among colleges and universities for use by the states and in research on the governance of higher education.

This study will examine the origins, workings, and effects of informal faculty work groups that develop in colleges concerned principally with undergraduate students.

A study of public universities in North Carolina to identify aspects of the educational environments and characteristics of the faculty and funding patterns that explain the observed differences in student performance on the National Teacher Examination.

This study will examine the effects of the management practices of federal agencies on the quality and usefulness of applied social research sponsored at universities.

This study examines the participation by different ethnic groups in high-school activities in order to understand a key setting in which children of immigrant groups learned American values. This study forms part of a larger study of the Americanization of immigrants in the early part of this century and also offers insights to educators designing education for multicultural populations in cities today.

This project will describe and analyze the successful implementation of two approaches for improving achievement in inner-city elementary schools.

A series of eight case studies and a synthesis of existing research on the question of how small rural school districts provide special education services.

A project to synthesize and assess existing research on the influence of media, the family, community institutions, and schools on the educational achievement of children.

This study will focus on three highly successful elementary schools with predominantly black student populations, and identify factors contributing to high achievement.

The study will examine the mechanisms that operate in schools which tend to maintain continuity and stability.

Development of a dissemination program involving training for principals and local district administrators, as well as the development of training materials and practitioner seminars based on research findings.

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Awardee	FY 1981 Amount	Period Covered By Award	Contract/ Grant No.
University of Lowell Lowell, MA	$ 27,361	8/81-7/82	NIEG800145
University of Alaska Fairbanks, AK	87,739	8/81-7/82	NIEG800147
Yale University New Haven, CT	100,838	8/81-7/82	NIEG800151
University of Illinois Urbana, IL	89,645	8/81-7/82	NIEG800152
University of California Berkeley, CA	98,923	8/81-8/82	NIEG800165
Vanderbilt University Nashville, TN	6,500	9/81-3/82	NIEG800170
Abt Associates Cambridge, MA	106,500	5/81-9/81	400800017
Abt Associates Cambridge, MA	58,182	9/81-6/82	400800027
University of Wisconsin Madison, WI	25,853	10/80-8/81	NIEG790017
Carnegie-Mellon University Pittsburgh, PA	97,445	1/81-12/81	NIEG790018
University of Pennsylvania Philadelphia, PA	149,296	9/81-9/82	NIEG790154
University of Michigan Ann Arbor, MI	84,040	1/81-12/81	400790006
Oakland University Rochester, MI	38,610	4/81-12/81	400790007

Dissemination and Improvement of Practice

The thrust of the Dissemination and Improvement of Practice program is to enhance the quality of education through efforts to improve the dissemination and use of research findings by teachers, administrators, and policymakers.

Research and Educational Practice

The Research and Educational Practice Unit seeks to develop new strategies for identifying successful ways of communicating and using knowledge to improve educational practice.

Awardee	FY 1981 Amount	Period Covered By Award	Contract/ Grant No.
Grants for Research on Knowledge Use and School Improvement: The program explores how knowledge resources (new practices, ideas, materials, technologies, and curricula) become part of the daily operations of the Nation's elementary and secondary schools and what influences their acceptance, use, or rejection; and how schools adapt to these changes.			
Kent State University Kent, OH	$ 20,098	1/81-1/82	NIEG810014
University of North Carolina Chapel Hill, NC	70,057	1/81-12/81	NIEG810015
Abt Associates, Inc. Washington, DC	50,224	2/81-10/81	NIEG810016
The Huron Institute Cambridge, MA	49,993	2/81-1/82	NIEG810017
Center for Policy Research New York, NY	78,713	1/81-12/81	NIEG810018

Description

The project will examine various responses to enrollment decline and the effects of enrollment decline on relations among teachers.

The study will examine the consequences of decentralization of education to the local level in rural Alaskan communities with various governance structures and kinds of populations.

This study involves case studies of the growth and effectiveness of educational service districts created to provide a variety of resources and services to local school districts.

The purpose of this study is to understand how school superintendents define important issues and thus control the range and type of services of their school districts.

This study will examine the common pressures for mass primary education in 19th-century Britain and the U.S., and analyze the differences between the two countries' primary educational systems.

This study will examine case studies of school districts' responses to declining enrollments and analyze them to find explanations for the chosen actions.

The contractor will conduct a study of current practices of selecting school principals, with particular attention being given to study of selected innovations in selection procedures.

The study will analyze what happens in twelve districts as school boards and school personnel shift from junior high to middle schools. The research will result in a guide for practitioners and local policymakers.

This study examines three magnet schools to learn if they are successful in attracting students and motivating teachers with their special offerings.

Through on-site field study and interviews, this study examines educators' responses to regulations in order to see who is involved in responding and how much time is required.

This award supports study of the relationship between formal education and work through a detailed analysis of the organization of schools, the work place, and families in 19th-century Philadelphia.

This study examines the early years of teaching of a large sample of beginning teachers, looking particularly at the development of their key attitudes towards the work, children, and careers. Special emphasis will be on those people available to help new teachers—who they are, what they do, and whether there are enough support networks.

This project will examine how school-community social networks have influenced the course of desegregation in a Midwestern city.

Description

A group of teachers will analyze their own work experiences during an in-service staff development program to explore how activities and programs designed for teachers succeed or fail in their aim. The goal is to contribute to more effective staff development programs.

Types of knowledge and the sources of such knowledge used in the development of early childhood programs in elementary schools will be analyzed in rural and urban districts (24 sites). Particular attention will be given to developmental needs of minority children.

Twelve knowledge utilization studies will be analyzed for the methodologies employed and the ways in which evidence and conclusions are linked. Methodological recommendations for future research will result.

The project will investigate the nature of information related to practice improvement that teachers and administrators believe they need, and will explore how these beliefs and perceptions are shaped by the practitioners' work and work settings.

This project examines the questions: How do school personnel deal with innovative programs over their evolution? How do these programs become durably established? How do personal motives and career interests and incentives affect programs' fates? What methods for analyzing qualitiative data are the most appropriate?

Awardee	FY 1981 Amount	Period Covered By Award	Contract/ Grant No.
University of Pittsburgh Pittsburgh, PA	$ 74,518	1/81-12/81	NIEG810019
Ontario Institute for Studies in Education Toronto, Ontario, Canada	76,681	2/81-2/82	NIEG810020
University of Cincinnati Cincinnati, OH	19,128	1/81-12/81	NIEG810023
TDP Associates, Inc. Newton, MA	86,216	2/81-1/82	NIEG810025
Educational Testing Service Princeton, NJ	64,000	2/81-1/82	NIEG810028

Information Resources

Information Resources Unit to improve systems for collecting and improving the accessibility of educational information to the public, teachers, administrators, and especially key equity audiences.

Awardee	FY 1981 Amount	Period Covered By Award	Contract/ Grant No.
The *Educational Resources Information Center* (ERIC) is a national information system whose primary purpose is to provide ready access to descriptions of exemplary programs, research and development efforts, and related information that can be used in developing more effective educational programs. Clearinghouses in the ERIC system focus on particular subjects, as follows.			
Council for Exceptional Children Reston, VA	$ 292,910 9,377	9/81-8/82 10/80-8/81	400810031 400760119
National Center for Research in Vocational Education Columbus, OH	350,930	9/81-8/82	400810035
Educational Testing Service Princeton, NJ	251,953	1/81-12/81	400780003
Ohio State University Columbus, OH	310,944	10/80-9/81	400780004
University of Michigan Ann Arbor, MI	261,636	1/80-12/81	400780005
Social Science Education Consortium Boulder, CO	285,803	12/80-12/81	400780006
University of Oregon Eugene, OR	261,999	12/80-12/81	400780007
University of Illinois Urbana, IL	234,989	2/81-1/82	400780008
American Association of Colleges for Teacher Education Washington, DC	287,095	3/81-2/82	400780017
New Mexico State University Las Cruces, NM	287,145	4/81-3/82	400780023
National Council of Teachers of English Urbana, IL	325,541	6/81-5/82	400780026
University of California Los Angeles, CA	211,188	9/81-8/82	400780038
Syracuse University Syracuse, NY	302,497	1/81-12/81	400770015
Center for Applied Linguistics Arlington, VA	264,938	5/81-5/82	400770049

Description

The project explores these issues: What is "knowledge use" under a variety of circumstances? What influences perceptions of knowledge relevance, cogency, and adequacy? How can one appropriately measure decisions made by educators regarding potential or actual uses of knowledge for school improvement?

This project will study how area superintendents, principals, teachers, etc. view school board policy on ethnic relations and how perceptions of teachers affect the shaping and implementation of policy in schools and classrooms.

The project will examine how knowledge is transferred and used in two school assistance networks created in Boston under a school desegregation court order, and will report on the results of the networks' activities.

This project studies locally-initiated staff development projects and their knowledge use patterns in many sites in Massachusetts.

This study of reading and language competency programs in urban elementary schools explores how external knowledge is weighed and modified by teachers' and administrators' work experiences. The nature of specific improvement programs will be analyzed to determine the sources of pertinent knowledge and how teachers and administrators assess their truth and utility.

Description

ERIC Clearinghouse on Handicapped and Gifted Children

ERIC Clearinghouse on Adult, Career and Vocational Education

ERIC Clearinghouse on Tests, Measurements, and Evaluation

ERIC Clearinghouse for Science, Mathematics, and Environmental Education

ERIC Clearinghouse on Counseling and Personnel Services

ERIC Clearinghouse on Social Studies/Social Science Education

ERIC Clearinghouse on Educational Management

ERIC Clearinghouse on Elementary and Early Childhood Education

ERIC Clearinghouse on Teacher Education

ERIC Clearinghouse on Rural Education and Small Schools

ERIC Clearinghouse on Reading and Communication Skills

ERIC Clearinghouse for Junior Colleges

ERIC Clearinghouse on Information Resources

ERIC Clearinghouse on Languages and Linguistics

Awardee	FY 1981 Amount	Period Covered By Award	Contract/ Grant No.
Teachers College Columbia University New York, NY	$ 307,205	8/81-8/82	400770071
George Washington University Washington, DC	320,920	9/81-8/82	400770073
Other awards related to ERIC:			
Operations Research, Inc. (ORI) Bethesda, MD	$ 681,299 104,534	1/81-10/81 11/80-11/81	400810003 400760031
Oryx Press Phoenix, AZ	35,000	1/81-12/81	400790009
Computer Microfilm International Corporation Arlington, VA	87,965	6/81-6/82	400790031

Awardee	FY 1981 Amount	Period Covered By Award	Contract/ Grant No.
Experimental Program for Opportunities in Advanced Study and Research in Education: The purpose of this grants program is to support experimental activities that demonstrate effective ways of increasing participation of minorities and women at an advanced level of educational research. Grants listed below provide opportunities in advanced study and research.			
Asian-American Bilingual Center Berkeley, CA	$ 59,846	11/80-10/81	NIEG790010
University of Texas Austin, TX	89,996	8/81-8/82	NIEG790051
Michigan State University East Lansing, MI	83,932	8/81-8/82	NIEG790052
MALDEF San Francisco, CA	77,939	8/81-8/82	NIEG790053
Virginia State College Petersburg, VA	45,000	5/81-5/82	NIEG790054
Atlanta University Atlanta, GA	45,000	9/81-8/82	NIEG790055
Institute for Educational Leadership Washington, DC	105,000	5/81-5/82	NIEG790056
City University of New York New York, NY	77,000	9/81-8/82	NIEG790060
ASPIRA of America, Inc. Springfield, VA	105,030	7/81-6/82	NIEG790062
University of Georgia Athens, GA	76,000	6/81-6/82	NIEG790064
Northeastern University Boston, MA	84,000	7/81-6/82	NIEG790066
University of Tennessee Knoxville, TN	90,000	7/81-7/82	NIEG790068
Latino Institute Chicago, IL	100,000	7/81-9/81	NIEG790069

Description

ERIC Clearinghouse on Urban Education

ERIC Clearinghouse on Higher Education

This award provides support for central processing and reference services for the Educational Resources Information Center (ERIC).

Maintenance of the *Current Index to Journals in Education*, an information source and dissemination tool of ERIC.

Document reproduction services which provide, in either microfiche or hard copy format, the full texts of reports in the ERIC collection. Produces and distributes microfiche of ERIC documents monthly to over 700 customers.

Description

Grants for opportunities in advanced studies and research

Awardee	FY 1981 Amount	Period Covered By Award	Contract/ Grant No.
General			
Facilitating Communication with Practicing Educators: These projects provide opportunities for practicing educators to become acquainted with the results of research sponsored by NIE and others, to review funding proposals submitted to the Institute, to advise program staff on emerging research and dissemination issues, and to participate in other aspects of program planning.			
American Association of School Administrators Arlington, VA	$ 15,000	5/81-5/82	NIEG810074
Courtesy Associates Washington, DC	98,217	4/81-11/81	400810015
Yale University New Haven, CT	20,013	1/81-12/82	NIEG800190
Dingle Associates Washington, DC	120,916	2/81-9/81	400790035
National Institute for Community Development Rosslyn, VA	58,619	2/80-3/81	400790036
Various	98,342	10/80-4/81	Various
Program Studies: REP contracts for a series of studies that focus on activities in all DIP program areas as targets of research. The goal of these studies is to identify beneficial approaches and improve understanding of the processes associated with successful dissemination and practice improvement.			
Inter-America, Inc. Rosslyn, VA	$ 149,658	12/80-12/81	400810001
Abt Associates, Inc. Cambridge, MA	206,149	7/81-6/82	400810020
Evaluation Technologies Inc. Arlington, VA	35,851	10/81-1/82	400810042
King Research, Inc. Rockville, MD	7,000	5/81-7/81	400790060
Abt Associates, Inc. Cambridge, MA	135,418	11/80-5/81	400780002

Regional Programs

Dissemination Capacity Building Grants to State education agencies (SEA's) provide support to develop and strengthen the dissemination and use of educational knowledge by States, including technical assistance provided by SEA staffs to aid local education agencies (LEA's) in the use of the results of educational R&D to improve educational practices.

Awardee	FY 1981 Amount	Period Covered By Award	Contract/ Grant No.
Program Studies: REP contracts for a series of studies that focus on activities in all DIP program areas as targets of research. The goal of these studies is to identify beneficial approaches and improve understanding of the processes associated with successful dissemination and practice improvement.			
Inter-America, Inc. Rosslyn, VA	$ 149,658	12/80-12/81	400810001
Abt Associates, Inc. Cambridge, MA	206,149	7/81-6/82	400810020
Evaluation Technologies Inc. Arlington, VA	35,851	10/81-1/82	400810042
King Research, Inc. Rockville, MD	7,000	5/81-7/81	400790060
Mississippi State Department of Education Jackson, MS	66,406	2/81-2/82	NIEG800020

Description

In collaboration with NIE, this project will provide a series of instructional administrator training sessions to encourage the use of research and development products as part of the Summer Instructional Leadership Conference.

Contractor provides conference support and technical assistance for a series of study group meetings for a network of urban school superintendents.

A systematic study of the ways knowledge is used in making decisions in the social arena. Sources of knowledge and methods of verification are of particular interest.

Provision of technical assistance to conduct regional research and development workshops and seminars.

Management of Seminars to provide field participation for program planning and seminars for research and development efforts.

Preparation of planning papers, reports, reviews, and other miscellaneous small procurements for existing or proposed projects.

This project will study NIE projects demonstrating ways of increasing the Participation of minorities and women in educational R&D.

This study will identify successful features of three NIE-sponsored regional and state dissemination programs, as well as ways of strengthening these and other dissemination programs in education.

The contractor will study the NIE Education Research Library, including its resources and operations, and assess its performance and potential.

A study of the amount and use of the ERIC system by different types of user groups, and of the costs associated with system operations at all levels including the Federal share.

A study of the Research and Development Utilization Program, an action research program helping schools examine and implement the products of educational research and development to achieve local school improvement objectives.

Description

This project will study NIE projects demonstrating ways of increasing the participation of minorities and women in educational R&D.

This study will identify successful features of three NIE-sponsored regional and state dissemination programs, as well as ways of strengthening these and other dissemination programs in education.

The contractor will study the NIE Education Research Library, including its resources and operations, and assess its performance and potential.

A study of the amount and use of the ERIC system by different types of user groups, and of the costs associated with system operations at all levels.

State Dissemination Capacity Building Grants

Awardee	FY 1981 Amount	Period Covered By Award	Contract/ Grant No.
Nebraska State Department of Education Lincoln, NE	$ 56,192	3/81-3/82	NIEG780013
New Hampshire State Department of Education Concord, NH	48,600	3/81-3/82	NIEG760056
Oklahoma State Department of Education Oklahoma City, OK	52,524	12/80-12/81	NIEG780014
Pennsylvania State Department of Education Harrisburg, PA	96,935	11/80-10/81	NIEG780200
Puerto Rico Department of Education Hato Rey, PR	45,000	9/81-8/82	NIEG800022
South Dakota Department of Education Pierre, SD	65,700	5/81-6/82	NIEG800017
Tennessee State Education Agency Nashville, TN	51,212	12/80-12/81	NIEG780199
Utah State Board of Education Salt Lake City, UT	45,015	11/80-12/81	NIEG780015
Vermont State Department of Education Montpelier, VT	76,500	3/81-3/82	NIEG800024
Virgin Islands Department of Education St. Thomas, VI	75,000	9/81-9/82	NIEG780016
State Superintendent of Public Instruction Washington State Department of Education Olympia, WA	72,000	7/81-7/82	NIEG800021
Wisconsin State Education Agency Madison, WI	91,080	1/81-1/82	NIEG780019
Demonstrating Regional Assistance Strategies: In two regions of the country not fully served by regional educational laboratories, the state education agencies and others have joined to form cooperative organizational arrangements that assist practicing educators. These projects provide knowledge dissemination, research on regional problems, and other services similar to those provided by R&D labs in other regions of the country.			
Merrimack Education Center Chelmsford, MA	$ 210,000	1/81-1/82	NIEG810034
Southeastern Regional Council for Educational Improvement Research Triangle Park, NC	303,008 96,822	3/81-11/81 12/80-2/81	NIEG810050 NIEG800005
Collaborative Efforts to Improve Urban Schooling: These contracts explore different collaborative approaches to helping local schools in major urban districts solve locally defined problems through application of research and development information.			
Alabama State Department of Education Montgomery, AL	$ 56,384	1/81-1/82	400810008
Educational Testing Service Princeton, NJ	39,661	1/81-1/82	400810009
Michigan State University East Lansing, MI	42,823	1/81-11/81	400810010

Description

State Dissemination Capacity Building Grants

This project provides technical assistance, training support, and information dissemination services to seven states in the Northeast: Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, and Vermont.

This project demonstrates and tests ways of providing policy analysis, research, and dissemination services to the state education agencies of ten southeastern states: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, and Tennessee.

This project is exploring ways to strengthen cooperative relationships between this SEA and two major urban LEA's (Birmingham and Mobile Co.) to promote improved local practice through the application of R&D knowledge.

This project provides technical assistance to a collaborative activity involving the Kansas City and St. Louis school districts to improve their capacity to inform state policymaking on educational finance affecting urban schools.

This project demonstrates collaborative planning among state and local educators and university researchers, and shows how the application of research knowledge can improve individual schools in Detroit.

Office of the Director

Awardee	FY 1981 Amount	Period Covered By Award	Contract/ Grant No.
Council of Scientific Society Presidents Washington, DC	$ 15,000	2/81-6/81	400810011
Dingle Associates Washington, DC	37,651	9/81-1/82	400790035
Various	180,318	10/80-9/81	Various

Unsolicited Proposal Program

Awardee	FY 1981 Amount	Period Covered By Award	Contract/ Grant No.
American Educational Research Association Washington, DC	$ 46,790	11/80-10/81	NIEG810001 (DIP)*
University of Illinois Champaign, IL	49,947	11/80-11/81	NIEG810002 (T&L)
University of Michigan Ann Arbor, MI	73,331	11/80-11/81	NIEG810003 (EPO)
University of Michigan Ann Arbor, MI	60,516	1/81-12/81	NIEG810004 (EPO)
Harvard College Cambridge, MA	115,000	11/80-11/81	NIEG810006 (EPO)
Education Design Group Syracuse, NY	20,000	11/80-11/81	NIEG810007 (T&L)
California State University Long Beach, CA	88,798	12/80-11/81	NIEG810011 (T&L)
American Federation of Teachers Washington, DC	200,000	1/81-12/81	NIEG810021 (DIP)
Northwestern University Evanston, IL	43,769	2/81-1/82	NIEG810029 (T&L)
The Urban Institute Washington, DC	116,905	2/81-1/82	NIEG810003 (T&L)
University of Pennsylvania Philadelphia, PA	79,939	2/81-9/81	NIEG810035 (T&L)
University of New Hampshire Durham, NH	61,987	3/81-2/82	NIEG810040 (T&L)
National Association for Equal Opportunity in Higher Education Washington, DC	36,236	2/81-11/81	NIEG810041 (EPO)
Massachusetts Institute of Technology Cambridge, MA	71,999	3/81-2/82	NIEG810042 (T&L)
University of New Hampshire Durham, NH	99,901	3/81-2/82	NIEG810043 (EPO)
Mathematics Policy Research Princeton, NJ	51,626	5/81-5/82	NIEG810044 (T&L)

*Office that monitors award.

Description

The contractor will conduct a series of meetings and prepare a report on the scope, purpose, mission, and functions of the proposed President's Council on Excellence in Science and Technology Education.

This award will provide conference support for the Task Force on Nationwide Research and Development Services.

Preparation of planning papers, reports, reviews, and other miscellaneous small procurements for existing or proposed projects related to the over-all mission of the National Institute of Education.

Description

This project will survey educational R&D organizations and professions to determine the number and job level of minority, majority, handicapped, and nonhandicapped men and women working in educational research and development.

The study will examine the quality of computerized testing of achievement, with consideration given to how to improve such testing.

This study will analyze evaluations of higher education opportunity programs for the disadvantaged and determine the factors associated with success in such programs.

This study will identify the factors that enhance and inhibit the job success and satisfaction of middle-aged and older teachers. Data for this study concerning teachers will be drawn from three national surveys of American labor.

This study will investigate voter attitudes about tax and expenditure limitations in Massachusetts.

The purpose of this study is to examine how women elementary school teachers view their work, what they value and criticize about their profession, and how they negotiate work interests with family expectations.

This grant will support research on effective writing instruction at the postsecondary level.

This project will test a mechanism for disseminating needed research on teacher effectiveness and classroom management in at least three local teacher union sites.

This project will investigate the attrition process out of mathematics for male and female students at the undergraduate and graduate levels and determine the problems and circumstances which give rise to students dropping out of mathematics.

The objective of this study is to explore the relationships between school and home and what barriers exist to impede full collaboration between parents and teachers. The study will recommend ways to reduce these barriers.

The project will review research and conduct a study to determine how and to what extent learners in grades 2 through 7 and their families use, sustain, and develop literacy skills in their home and community environments.

This project will study the relationship between individual and institutional stages of development in relation to questions dealing with change ideologies, theory, and practice of teaching.

This award will support a 3-day seminar for representatives from historically black colleges to learn about the issues and procedures involved in the conduct of educational research and development.

Complexity of the data and significant findings resulting from a 2-year teacher development project funded by NIE during the period 1978-80 necessitates an extended period of rigorous review in order to account for initial findings and to make the results and their potential significance available to the educational community.

This study will investigate the effects of Federal and State general and education grants on local education expenditures, municipal services, and taxpayer and student equity in New Hampshire.

This study examines the education of urban blacks in terms of the impact of school structure on achievement, the effects of education in the home, implications of teacher assignment policies, and the development of teacher accountability standards. The study will use existing data bases.

Awardee	FY 1981 Amount	Period Covered By Award	Contract/ Grant No.
University of South Florida Tampa, FL	$ 17,454	3/81-2/82	NIEG810045 (T&L)
Northwest Regional Educational Laboratory Portland, OR	26,939	3/81-12/81	NIEG810046 (T&L)
University of Michigan Ann Arbor, MI	78,862	3/81-2/82	NIEG810047 (T&L)
American Association of School Administrators Arlington, VA	49,522	3/81-3/82	NIEG810052 (DIP)
Northwest Regional Educational Laboratory Portland, OR	32,557	3/81-3/82	NIEG810053 (DIP)
Ohio State University Columbus, OH	60,000	4/81-3/82	NIEG810063 (T&L)
The Academy of Independent Schools Boulder, CO	68,757	4/81-6/82	NIEG810064 (DIP)
University of Michigan Ann Arbor, MI	24,000	4/81-9/81	NIEG810065 (T&L)
University of Michigan Ann Arbor, MI	65,078	4/81-4/82	NIEG810066 (EPO)
National Public Radio Washington, DC	93,677	4/81-4/82	NIEG810067 (DIP)
California State College San Bernardino, CA	59,567	7/81-6/82	NIEG810097 (T&L)
New York City Public Schools Brooklyn, NY	35,000	7/81-6/82	NIEG810099 (DIP)
American National Metric Council Washington, DC	24,448	12/80-9/81	400810005 (T&L)
Courtesy Associates Washington, DC	69,465	3/81-9/81	400810015 (OD)
Wellesley College Wellesley, MA	34,534	2/81-11/81	NIEG800009 (EPO)
Stallings Teaching and Learning Institute Mountain View, CA	22,994	5/81-5/82	NIEG800010 (T&L)
American Federation of Teachers Washington, DC	110,738	2/81-11/81	NIEG800011 (T&L)
University of Illinois Urbana, IL	32,197	4/81-3/82	NIEG800015 (T&L)
Vanderbilt University Nashville, TN	54,832	2/81-1/82	NIEG800028 (T&L)
Columbia University New York, NY	40,000	2/81-1/82	NIEG800029 (T&L)
University of California Berkeley, CA	120,000	3/81-2/82	NIEG800034 (T&L)
Harvard University Cambridge, MA	40,601	3/81-2/82	NIEG800035 (EPO)
Council of Chief State School Officers Washington, DC	106,660	3/81-3/82	NIEG800036 (DIP)

Description

This study will examine the adequacy of item bias techniques under a variety of conditions in order to identify a method for removing biased items from tests.

This research will focus on the need to develop high-quality objective referenced tests (ORTs) with high content validity and teacher acceptance.

This project will help to answer major questions about the effects of coaching and practice on aptitude test scores. For example: How effective are coaching and practice? Under what conditions are coaching programs most effective? Do coaching programs tend to work better in certain settings and with certain types of students?

The Association will plan and conduct a series of training sessions to encourage the use of research and development products by education practitioners.

This award supports U.S. participation in the Pacific Circle Consortium, an international educational activity in which five countries bordering the Pacific collaborate in sharing relevant educational R&D findings.

This award will support research on the development of coherence and story structure in children's oral and written texts in grades one and two.

This award will support the preparation of position papers and symposia to identify and focus on areas where underutilization of knowledge is particularly significant, and to formulate ways to remedy such underutilization of knowledge.

This project will perform a secondary analysis of an existing data base of seven thousand 9- to 12-year-old children in seven cities around the country in order to ascertain racial and/or ethnic patterns in children's behavior and opinions.

This research examines the problem of displaced teachers, with particular attention being given to the comparative effects of displacement on different groups, the effect displacement has on long-term commitment to teaching, and the relative teaching ability of those displaced.

The purpose of this project is to disseminate information on educational issues to educators and to the public on a regular basis by means of radio broadcasts, written transcripts, and audio cassettes.

This project will attempt to determine what information young children process and remember from watching television.

Through collaborative relationships among local research, policy, and practice communities, this study will improve the quality and relevance of educational research undertaken by New York City area researchers.

This project is a test program of effectiveness of the parent-through-child learning theory when applied to the metric system.

Contractor will provide conference support and technical assistance for FY 81 unsolicited proposal grants cycles.

Research on the characteristics of exemplary school-age child care projects, with emphasis on those operated in public-school space by parent groups or community agencies and the development of related policy and action manuals.

Research on how various secondary-school level factors interact with classroom processes to promote student learning.

An exploration of working conditions related to teacher stress, with an emphasis on the factors related to the school and the school system.

Development of an elementary-school testing program and classroom teaching activities that eliminate test bias which may result from lack of motivation.

Research on differences in cognitive skills and strategies of good and poor learners, and on the effectiveness of an instructional enrichment program in modifying poor learners' skills.

An analysis of picture-text combinations which both maintain the interest of the viewer/reader and motivate the acquisition of reading skills.

A study of alternative procedures for conducting writing assessments.

A comparative analysis of the life histories of six prominent black scholars and identification of the salient characteristics and experiences that contributed to their achievement of academic excellence.

Support of: (1) the review of Federal/State dissemination activities, and (2) the development of recommendations for future collaborative efforts for joint Federal/State dissemination.

Awardee	FY 1981 Amount	Period Covered By Award	Contract/ Grant No.
University of California Los Angeles, CA	$ 39,348	8/81-7/82	NIEG800133 (EPO)
Center for Applied Linguistics Arlington, VA	107,165	8/81-7/82	NIEG800135 (T&L)
Harvard University Cambridge, MA	30,000	9/81-2/82	NIEG800141 (T&L)
Columbia University New York, NY	104,212	9/81-9/82	NIEG800179 (T&L)
Hampton Institute, Hampton, VA Yale University New Haven, CT	12,002	11/81-1/82	NIEG800180 (T&L)
National Foundation for Improvement of Education Washington, DC	20,000	9/80-2/82	NIEG800194 (EPO)
Educational Testing Service Princeton, NJ	110,000	10/80-8/81	NIEG790026 (T&L)
Barnard College New York, NY	40,000	12/80-12/81	NIEG790087 (T&L)
University of Chicago Department of Education Chicago, IL	60,000	9/81-9/82	NIEG790125 (T&L)

Educational Laboratories and Research and Development Centers

NIE provides major support for a group of 17 educational laboratories and research and development centers located throughout the country. The original university-based research and development centers were created under provisions of the Cooperative Research Act of 1963. The regional educational laboratories were funded under provision of the Elementary and Secondary Education Act of 1965.* These institutions maintain multidisciplinary staffs and specialized facilities for conducting research, development, evaluation, and training. Many of the institutions have a substantive mission focus (e.g., reading, school organization, and vocational education). Others have strong regional ties. Their expertise spans early elementary through adult education and basic research through product development and dissemination. All have experience performing both small-scale projects and large multi-year programs.

Awardee	FY 1981 Amount	Period Covered By Award	Contract/ Grant No.*
Appalachia Educational Laboratory, Inc. (AEL) Charleston, WV	$1,250,635 417,442	12/80-11/81	400800101 NIEG800101
CEMREL, Inc. St. Louis, MO	2,605,823 133,366	12/80-11/81	400800102 NIEG800102
Center for Education Policy and Management (CEPM) University of Oregon Eugene, OR	766,337	12/80-11/81	NIEG810010

A comparative study of three related issues in postsecondary education research: equity, diversity, and competence.

This is a study of the acquisition of Black English by working-class black children. In the absence of this data, significant problems of educational assessment and inequities can arise for this population.

This project will compare characteristics of academically successful inmates (those who obtain a GED) with nonacademically successful inmates in order to identify sources of support for academic achievement among adult prison inmates.

This project will record and analyze the process of implementing an educational innovation at four different sites. The objective is to identify new and effective ways to disseminate research and development findings.

This project will collect data on a sample of individuals who have "beat the odds" and succeeded despite negative predictions of success. An analysis and description of the key factors which have contributed to their success will be prepared.

This project is the initial stage of a national study of alternative public secondary schools. It includes review of what is known already about these schools and a survey to find out how many there are, and it will lay the foundation for detailed study of the schools' effectiveness in later phases of the work.

This study focuses on how children in kindergarten through grade 3 learn to read, through naturalistic observation and description of individual qualities which mediate movement through beginning skills to proficiency.

The study will examine processes by which a women's college influences post-college plans and occupational choices.

Research will focus on cognition and story comprehension by children aged three to thirteen years.

Description

AEL's mission is to improve education and educational opportunity for those who live in the laboratory's primarily nonurban region. The lab provides two major types of service: dissemination and short-term regional services, such as technical assistance in response to the immediate needs of the lab's constituency; and long-term (3- to 5-year) research and demonstration activities in specific substantive areas identified as high priority by the region's educators and citizens. At present the lab's long-term research is in basic skills, school-family relations, lifelong learning for adults, and pupil behavior problems.

CEMREL's primary mission is to improve the effectiveness of instruction in its region's schools by: the development and application of curricula and instructional systems based upon relevant research in the social and behavioral sciences; systematic instructional analysis by scholars in the major content areas; the application of systems analysis and planning to the development of curricula, and the organization and management of instruction; careful assessment of individual learners and learning outcomes; and the use of new and promising instructional technology. With its NIE funds, CEMREL conducts projects on mathematics, arts and humanities, urban education, training for women and minorities, teaching strategies, and dissemination.

CEPM's mission is the conduct, synthesis, and dissemination of research directed toward improving the performance of elementary and secondary schools through the use of policy and management tools. This center has recently sharpened its mission to focus more directly on the effects of administrative policies and management practices on the conduct of education. Much of its current effort is devoted to laying out the connections between policy, management, and outcomes. This effort requires review of the literature on: student outcomes and instructional processes; teacher behavior and how it is shaped by such immediate factors as curriculum, instructional technology, work resources, and incentives; facets of organization and administration that shape those immediate factors; and the broad setting of community preferences, governance, and professional expectations within which local education takes place. This intensive review will produce a research agenda for the Center and should stimulate scholars elsewhere as well.

Awardee	FY 1981 Amount	Period Covered By Award	Contract/ Grant No.
Center for Social Organization of Schools (CSOS) Johns Hopkins University Baltimore, MD	$ 1,356,000	12/80-11/81	NIEG800113
Center for the Study of Evaluation (CSE) University of California Los Angeles, CA	975,000	12/80-11/81	NIEG800112
Far West Laboratory for Educational Research and Development (FWL) San Francisco, CA	2,319,088 429,994	12/80-11/81	400800103 NIEG800103
Institute for Research on Educational Finance and Governance (IFG) Stanford University Stanford, CA	1,300,000	12/80-11/81	NIEG800111
Learning Research and Development Center (LRDC) University of Pittsburgh Pittsburgh, PA	2,627,067	12/80-11/81	NIEG800114
Mid-Continent Regional Educational Laboratory (McREL) Kansas City, MO	713,615 164,170	12/80-11/81	400800104 NIEG800104

Description

CSOS's mission is to produce useful knowledge on how changes in the structure and organization of schools influence student learning, attitudes, and success in adult roles. To carry out its mission, the center is organized into four programs, each of which focuses on a specific class of outcomes and a particular level of educational organization. The School Organization Program studies variation in the structure of classrooms and schools and their effects on immediate student outcomes, such as academic achievement and aspirations. The School Processes/Career Development Program examines schools and school systems and their effects on long-term student outcomes, such as higher education, careers, and job satisfaction. The School Desegregation Program studies school organization in relation to immediate outcomes (positive student relations, minority academic achievement) and long-term consequences (social mobility of minorities). The Delinquency and School Environment Program examines the relationship of the social organization of schools and in-school and later-life delinquency. Another program brings in young women and minority researchers for a year of collegial work with the Center's research staff.

CSE's mission focuses on education testing and evaluation. Using diverse social science frameworks, CSE conducts research on the use of evaluation and testing information in educational settings from the preschool through the university. CSE's goals include the identification of conditions under which evaluation and test information lead to improved educational programs and the generation of improved statistical and testing methods. Much of CSE's work in information use and educational improvement has focused on issues facing educators at the State and local levels. Recent CSE research concentrates on new and more valid ways of testing literacy and writing ability. Other research projects are studying such fundamental issues as fairness and validity of tests and the costs and benefits of testing and evaluation programs at the Federal, State, and local levels. A program of basic research to pinpoint indicators of school effectiveness is currently under development.

FWL's mission is to contribute to improvement in the quality of learning experiences that support the values and functions of a humanistic society. FWL carries out this mission by conducting four types of activities: (1) the production of new knowledge through research; (2) programmatic development leading to new high-quality products or processes that will serve the needs of all learners, with particular attention to programs concerned with processes of quality teaching and learning, use of the outcomes of educational research and development, education as it relates to work, and education for a pluralistic society; (3) technical assistance in support of quality education for those who seek or need such service; and (4) the maintenance of an impartial environment where educational issues can be confronted and assessed.

IFG's mission focuses on the origins, implementation, and consequences of different finance and governance arrangements in the educational sector. The center conducts basic and applied research on the fiscal, political, legal, and organizational processes of elementary, secondary, and postsecondary education in the public and private sectors. In particular, the equity and efficiency implications of various finance and governance arrangements are addressed through programs on categorical grants in education, alternative structures of governance, and law and education. The center provides information to a wide audience of Federal, State, and local practitioners and policymakers on such topics as financing special education, the impact of tax and expenditure limitations on educational services, the consolidation of Federal grants, bilingual education programs, and tuition tax credits.

LRDC's research addresses two topics: the processes of learning and the processes of schooling. Pervading both lines of work is a common theme, a concern with understanding how knowledge and skill are acquired in various school content areas. Research on the processes of learning focuses on understanding the nature and development of expertise within and across school subject matter areas, including reading, mathematics, science, and general learning skills. Research on the processes of schooling is concerned with understanding the contexts within which school learning occurs; that is, the ways in which school and family variables influence the learning process. The work on schooling includes three sets of activities: a program of research on social learning, a program of research on how natural variations in schooling processes affect learning, and the development and testing of an educational model which puts into practice the center's ideas about facilitating learning.

McREL's mission is to improve educational practice in its region, with particular attention to those who traditionally have received a poorer quality of education than the general population. The primary beneficiaries of McREL's work are: minorities; the handicapped; those in small, isolated, or rural schools; and women. To achieve this mission, McREL employs three strategies for increasing and improving the use by practitioners of research and experience-based knowledge: knowledge dissemination and utilization, the development of knowledge about educational practice in the region, and development of the capabilities of individuals and organizations in the region to receive and use knowledge for practice improvement.

*Although the labs are funded by contract, they also receive grants for institutional support.

Awardee	FY 1981 Amount	Period Covered By Award	Contract/ Grant No.
National Center for Higher Education Management Systems (NCHEMS) Boulder, CO	$1,501,003 123,756	12/80-11/81	400800109 NIEG800109
National Center for Research in Vocational Education (NCRVE) Ohio State University Columbus, OH	1,047,750	12/80-11/81	NIEG810022
Northwest Regional Educational Laboratory (NWREL) Portland, OR	3,179,155 128,845	12/80-11/81	400800105 NIEG800105
Research for Better Schools, Inc. (RBS) Philadelphia, PA	2,328,000 279,000	12/80-11/81	400800106 NIEG800106
Research and Development Center for Teacher Education (RDCTE) University of Texas Austin, TX	1,575,000	12/80-11/81	NIEG800116
Southwest Educational Development Laboratory (SEDL) Austin, TX	1,534,999 115,001	12/80-11/81	400800107 NIEG800107
Southwest Regional Laboratory (SWRL) Los Alamitos, CA	1,866,197 84,653	12/80-11/81	400800108 NIEG800108

Description

NCHEMS's mission is to improve planning and management in colleges, universities, and State agencies of higher education through research, development, and assistance activities. The center is organized into five programs. The Planning and Financing Program is developing methods of strategic planning for institutions to use in the current environment of declining resources, as well as conducting research on new State funding formulas that are based on principles of marginal cost. The Information for Management Program is developing a series of indicators of the status of higher education in such areas as the costs to students of going to college, student retention and academic preparedness, student participation in different types of postsecondary education, and the State financing of higher education. Organizational Studies is a new program of basic research on decisionmaking processes in institutions of postsecondary education. The Management Development Program provides training for administrators in management techniques and leadership through a summer institute and through shorter seminars. The National Resources Program complements these program activities through providing resources for visiting scholars and interns and for planning and evaluating the center's programs.

NCRVE is conducting a 4-year research program on employability that will describe and analyze the various sectors of society that prepare youth for employment. The purpose is to arrive at recommendations on how to efficiently and equitably assist youth in developing employability competencies. The research is organized into three projects: (1) study of linkages between educators and employers that is focused on how well educational goals match employment requirements, (2) study of factors that consistently place some youth at high risk of school failure and persistent unemployment, and (3) study of approaches to assessing and documenting the employment competencies of youth. A final project is the Resource and Referral Service, which is developing a data base of available educational information resources.

NWREL's mission is to assist education, government, community agencies, business, and labor in improving quality and equality in educational programs and processes by: developing and disseminating effective educational products and procedures; conducting research on educational needs and problems; providing technical assistance in educational problem-solving; evaluating effectiveness of educational programs and projects; providing training in educational planning, management, evaluation, and instruction; and serving as an information resource on effective educational programs and processes. With its NIE funding, the lab conducts projects on functional literacy, Indian reading and language studies, evaluation, applied performance testing, education and work, multicultural in-service training, training for women and minorities, rural education, regional research and development services, dissemination, competency-based education, and computer technology.

RBS's mission is to apply the results of educational research and development in improving elementary and secondary schools in its region. The lab works at the State and intermediate levels to provide information and training in the design and implementation of State-initiated school improvement programs. It works with local schools to build staff skills in planning, implementing, disseminating, and evaluating improvement programs. In basic skills, the emphasis is on turning research into practical day-to-day procedures for increasing student reading and math achievement. In career preparation, schools and communities are assisted in building capability to help young people decide about careers. The Regional Exchange Program supplies research-based information and technical assistance to State-initiated school improvement programs. Evaluation Services offers assistance to agencies desiring to assess the effects of their programs, while Field Studies contributes to an understanding of how schools change and can be helped to improve.

RDCTE's mission is to conduct research and related activities in close collaboration with practitioners, policymakers, and researchers at all levels in the field of teacher education. The center aims to increase the validated knowledge bases underlying effective teaching and learning and successful implementation of research-based practices in a variety of settings. Specific research initiatives are focused on areas of major concern to practitioners in public schools and colleges. The center's projects include: research designed to increase knowledge bases regarding the effects of various kinds of teachers and teaching on various important dimensions of learning by students with different backgrounds, characteristics, and previous achievements; research on the effects of teacher education programs and practices on teachers; and research on the support and delivery systems required to assure high-quality implementation of research-validated practices by teachers and teacher educators who have differing concerns, characteristics, previous experience, and current perspectives.

SEDL's mission is to promote quality learning in its region by conducting research, developing educational products, and assisting other educational institutions. These activities address three broad goals: (1) meeting the educational needs of special populations, such as those with unique language or cultures; physical or mental exceptionality or functional competency; (2) understanding and studying the conditions that influence learning and schooling both in and out of the school setting; and (3) linking potential users, such as teachers or State departments of education, with tested cost-effective educational products or strategies.

SWRL's mission is to develop fundamental, significant improvements in education and to conduct educational research in order to solve the problems and serve the needs of the public and private schools, colleges, and universities in its region. With its NIE funding, the lab conducts projects on operational quality and equality in education, basic skills instruction, bilingual-bicultural education, and participatory research and development.

Awardee	FY 1981 Amount	Period Covered By Award	Contract/ Grant No.
Wisconsin Research and Development Center for Individual Schooling (WRDCIS) University of Wisconsin Madison, WI	$2,132,000	12/80-11/81	NIEG810009

Description

WRDCIS has redefined its mission to focus on student diversity and the implications of diversity for schooling. Moving beyond an earlier focus on individual psychological differences and the individualization of teaching to respond to them, the center is now exploring the major dimensions along which students differ and which are important to teaching and school management. Research programs deal with: differences in student learning and development, especially development of language proficiencies and other basic skills; differences in the response of students to various classroom processes and teaching techniques; differences in students which require schools to manage and allocate resources to meet the needs of various groups; and differences in students which result in Federal, State, or local mandates to provide specialized services, often compounding the demands on local classrooms. The center's goal is to locate those differences among students which are most important to education, and to explain how these differences can be met most efficiently and effectively by local schools.

FY 1982 Awards

The National Institute of Education (NIE), established by the Congress in 1972, is the principal Federal agency supporting and conducting educational research. Its purpose is to advance the frontier of knowledge about the processes of teaching and learning and about all aspects of the educational system.

NIE has organized its work around three broad program areas: Teaching and Learning, Educational Policy and Organization, and Dissemination and Improvement of Practice. The descriptions of NIE's FY 1982 awards in those three program areas and other cross-Institute awards follow.

This report reflects the amounts and the descriptions of the Institute's FY 1982 awards made from appropriated funds.

Funding Area	Amount Obligated Through 9/30/82
Teaching and Learning	$12,801,670
Educational Policy and Organization	1,478,653
Dissemination and Improvement of Practice	8,446,417
Office of the Director	125,025
Unsolicited Proposal Program	2,064,517
Educational Laboratories and Research and Development Centers	28,167,660
TOTAL	$53,083,942

Teaching and Learning

The Teaching and Learning program supports research to improve the understanding of teaching, learning, and student achievement, especially in the areas of reading, writing, and mathematics. The program is concerned with what is being taught, the practice of teaching, and how pupil progress and school effectiveness are assessed. To achieve these objectives, the program supports research in areas such as effective teaching practices, the development of language and literacy skills, learning outside of school, and testing.

Reading and Language Studies
The Reading and Language Studies Unit states that effective communication skills are critical to both educational and occupational success. Perhaps the major contribution of education to the goals of equality of educational achievement and social opportunity is the improvement of literacy: reading and writing.

Awardee	FY 1982 Amount	Period Covered By Award	Contract/ Grant No.
Herbert H. Lehman College Bronx, NY	$ 74,566	5/82-5/83	NIEG820011
University of Illinois Urbana, IL	1,620,000	10/81-9/82	400810030
New Mexico State University Las Cruces, NM	57,798	7/82-7/84	NIEG800124
University of California San Diego, CA	20,000	9/82-4/83	NIEG800154
Stanford University Stanford, CA	25,000	6/82-1/83	NIEG800156
Temple University	20,258	10/81-9/82	NIEG800163
Inter-America Rosslyn, VA	900,000	10/81-9/82	40080040
Southwest Regional Laboratory Los Alamitos, CA	1,089,000	9/82-9/83	CA80001*
University of Pennsylvania Philadelphia, PA	22,379	9/82-9/83	NIEG800182
University of South Carolina Columbia, SC	48,960	9/82-9/83	NIEG800175

*Cooperative Agreement

Description

This project researched additional methods to understand and incorporate the writing process in classroom instruction rather than to focus exclusively on written products.

This contract supported the Center for the Study of Reading, which conducts basic research into the nature of the skilled reading process and its acquisition.

The purpose of this study is to develop techniques for analyzing the comprehensibility of Spanish-language texts, which will permit a comparison of Spanish and English materials used in bilingual education programs.

This project is designed to identify key concepts and theoretical framework for interpreting reward systems' impact on teacher task performance and the influence of that system through administrative behavior.

The National Study of Secondary School Writing is examining the teaching of writing in all subject areas in secondary schools.

The purpose of this research is to distinguish the effects of discourse and grammatical factors on certain observed differences between speech and writing.

This project was a joint effort, funded by NIE and the Office of Bilingual Education, which supports the National Clearinghouse for Bilingual Education and analyzes and disseminates information on bilingual education. The Clearinghouse does this through coordination and cooperation with Title VII Center Network. The development of computerized data file on bilingual education is not available through other networks and data bases. In addition, the project provides for technical assistance and other information services to bilingual educators.

The National Center for Bilingual Research will conduct research on language acquisition, language functioning, and bilingual schooling through both long- and short-term research and dissemination activities.

This project studies the effects of different pedagogical techniques on reading comprehension.

This project investigates the complex process of reading comprehension. Clearer understanding of factors involved in reading comprehension will be useful in more effective teaching of reading.

Learning and Development
The Learning and Development Unit focuses on abilities, knowledge, and more complex intellectual skills. It is concerned with mathematics learning (increasingly essential in our society), reading comprehension, and reasoning and thinking.

Awardee	FY 1982 Amount	Period Covered By Award	Contract/ Grant No.
University of Texas Austin, TX	$ 20,000	4/82-9/82	NIEG800143
University of Illinois Urbana, IL	274,259	10/81-9/82	NIEG800153
Ohio State University Columbus, OH	58,081	10/81-2/82	400800007
Bolt, Beranek and Newman, Inc. Cambridge, MA	296,996	10/81-9/82	400800031
CUNY Research Foundation New York, NY	55,675	10/81-9/82	NIEG8000119

Education in the Home, Community, and Work
The Home, Community, and Work Unit examines teaching and learning in nonschool settings such as in the home, among friends, at work, in church, and recreation groups, as well as school settings in order to understand more about the learning processes in these settings.

Awardee	FY 1982 Amount	Period Covered By Award	Contract/ Grant No.
University of California Los Angeles, CA	$ 80,496	2/82-1/83	NIEG800016
Cornell University Ithaca, NY	168,000	11/81-9/82	400760150

Teaching and Instruction
The Teaching and Instruction Unit supports research on instructional processes in settings such as segregated schools, multi-ethnic classes, urban and rural schools, and adult learning centers where students with culturally and racially diverse backgrounds are concentrated.

Awardee	FY 1982 Amount	Period Covered By Award	Contract/ Grant No.
Rand Corporation Santa Monica, CA	$ 100,000	6/82-11/83	400820007
Michigan State University East Lansing, MI	1,356,000	11/81-9/82	400810014
University of California Berkeley, CA	97,000	7/82-6/83	NIEG800071
Center for Applied Linguistics Washington, DC	10,000	10/81-7/82	NIEG800072
Educational Testing Service Princeton, NJ	103,500	11/81-10/82	400800032
Network of Innovative Schools, Inc. Andover, MA	110,500	11/81-10/82	400800033
Rand Corporation Santa Monica, CA	115,915	6/82-10/83	400820006

Description

This project examined individual patterns in the development of number concepts in 3- to 6-year-old children.

This project supported four interrelated activities in studying mathematics curricula: (1) operation of the International Mathematics Committee, (2) the U.S. National Mathematics Committee, (3) data collection and analysis in the U.S., (4) the U.S. National Coordinating Center.

The purpose of this project was to establish the Calculator Information Center. This center collected and disseminated information on hand-held calculator usage in school mathematics to a variety of audiences.

This project examined existing cognitive skills training, reviewed appropriate cognitive science research, conducted research, and synthesized all findings.

The purpose of this project was to study how the development of numerational concepts in children are affected by differences in both language background and the style of mother-child interaction in problem solving settings.

Description

This research was an investigation of the communicative competence of mildly retarded Caucasian and Afro-American adults living in the community.

This project was designed to show a systematic analysis of development as a function of the evolving relations between a growing child, his caretakers, and the environments in which children and those responsible for their care live out their lives or might live if social and educational policies and practices were altered.

Description

This study is designated to investigate the development, utilization, implementation, and technical quality of teacher evaluation processes in local education agencies judged to have successful procedures.

This project pursued a coordinated program of research on teacher thinking that systematically investigated the antecedents and consequences of teacher thought in a range of settings.

This research focuses on students' perceptions of processes within school and home environments which communicate academic expectations and ultimately influence achievement.

This project provided a data base and descriptive analysis of the nature of language usage in elementary school classrooms in which language diversity is a factor.

This study examined observation data in fourth-, fifth-, and sixth-grade classrooms to determine whether or not teachers are promoting sex equity in the classroom and the effects on student achievement.

The purpose of this study was to see how different teachers deal with the issue of equal participation of males and females in their classroom.

This study will identify the kinds and levels of knowledge that teachers require to use microcomputers successfully in the classroom. The goal is to make recommendations for training teachers in effective computer use and for developing quality courseware that can be successfully implemented in the schoools.

Testing, Assessment, and Evaluation
The goal of the *Testing, Assessment, and Evaluation Unit* is to improve our understanding of what tests measure and how they are used or misused. Also, the unit's work involves the development of improved methods of evaluating programs and using those methods in the actual evaluation of selected educational programs.

Awardee	FY 1982 Amount	Period Covered By Award	Contract/ Grant No.
Education Commission of the States Denver, CO	$3,739,794	1/82-12/82	NIEG800003
Huron Institute Cambridge, MA	50,422	4/82-5/83	400800008
University of Mid-America Lincoln, NE	1,935,000	10/81-9/82	NIEG750001
Oregon State System of Higher Education Manmouth, OR	49,714	9/82-8/83	400820013
University of Pittsburgh Pittsburgh, PA	50,286	9/82-9/83	400820014
McLeod Corporation Washington, DC	12,868	10/81-9/82	400800022
American Institute for Research Palo Alto, CA	19,996	9/82-9/83	400820015
Human Resources Research Organization Alexandria, VA	20,000	9/82-9/83	400820016
Education Commission of the States Denver, CO	19,989	9/82-9/83	400820017
Educational Testing Service Princeton, NJ	19,980	9/82-9/83	400820018
National Opinion Research Center Chicago, IL	19,703	9/82-9/83	400820019
Johns Hopkins University Baltimore, MD	49,064	9/82-9/83	NIEG800080

Teaching and Learning

General

Awardee	FY 1982 Amount	Period Covered By Award	Contract/ Grant No.
E. H. White and Co., Inc. Colton, CA	$ 29,932	10/81-9/82	400810004
Various	60,539	10/81-9/82	Various

Description

This project supported the conduct of the National Assessment of Educational Progress (NAEP), a continuing survey of American students' knowledge and the analysis of NAEP data.

This study aims to increase evaluation productivity by discovering strategies which can be used for decision-making and increasing insight through cross-study analysis.

This research study involved the development and operation of a model postsecondary, open-learning system which reached people through television, audio cassettes, and other technical innovations. The system includes a consortium of 11 universities in Iowa, Kansas, Minnesota, Mississippi, Nebraska, North Dakota, and South Dakota.

The objective of this project is to design a handbook suitable for teachers to use as a guide in developing knowledge and skills necessary to integrate teaching and testing.

This project will develop materials and microcomputer software for teachers.

This project supported the conduct of hearings to provide information to State and local policymakers on issues related to minimum competency testing and its effects on academic performance.

The purpose of this contract is to develop cost-efficient, imaginative alternative designs to conduct a National Assessment of Educational Progress (NAEP) project.

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The purpose of this study is to discover ways for improving use of achievement test data in educational management by exploring a combination of recent technical advances of expert judgements of actual school management personnel.

Description

This award provided support for both the National Assessment of Educational Progress (NAEP) reviews and future preparation of the congressionally mandated report and the report to the Nation.

Preparation of planning papers and reports, reviews of grant applications, and other miscellaneous small procurements for projects related to T&L research mission.

Educational Policy and Organization

The Educational Policy and Organization program supports research on issues of organization, management, law, finance, and governance as they relate to education. The goal of the program is to help policymakers make more informed decisions on such issues and improve the organization and management of educational agencies and institutions.

Educational Finance

The Educational Finance Unit studies issues related to the productions, allocation, and expenditure of education resources and the way in which school financing is affected by economic and demographic trends.

Awardee	FY 1982 Amount	Period Covered By Award	Contract/ Grant No.
National Conference of State Legislatures Washington, DC	$ 265,359	3/82-4/83	400820005
University of Pennsylvania Philadelphia, PA	115,000	9/82-9/83	400810025

Law and Public Management

The Law and Public Management Program seeks to improve the process by which educational policy is developed, influenced, implemented, and monitored at the Federal, State, and municipal levels.

Awardee	FY 1982 Amount	Period Covered By Award	Contract Grant No.
University of California, Berkeley, CA	$ 37,569	10/81-9/82	NIEG810037
Yale University, New Haven, CT	56,569	2/82-1/83	NIEG810038
National Opinion Research Center Chicago, IL	72,978	9/82-9/83	NIEG810051
Rand Corporation Washington, DC	77,613	5/82-4/83	NIEG8100062
Education Commission of the States Denver, CO	90,000	10/81-9/82	400810012
Indian Education Training, Inc. Albuquerque, NM	72,000	3/82-8/83	NIEG800001

Description

Through this project, NCSL will provide technical assistance to State legislatures engaged in reforming school finance systems and adapting to changing Federal-State intergovernmental relations.

This research project will provide information on how public policy affects education and training programs in the private sector.

Description

This collaborative study examined the utilization of data collection requirements as a mechanism for Federal control of education.

This collaborative study examined the utilization of data collection requirements as a mechanism for Federal control of education.

This study examines the structural factors of the Federal and local levels that influence the nature of policy.

Using data from the Hartford, Connecticut, voluntary metropolitan desegregation effort, this study will investigate the long-term effects of desegregation on black students in regard to postsecondary education, careers, and housing.

The contractor provided information and technical assistance to State officials responsible for planning and developing programs to assist local districts in implementing desegregation.

This study will examine the legislative history of Public Law 95-561 (Title XI), investigate the implementation of this enactment, examine its effects upon LEA's and Native American school children, and assess its efficacy as a tool for achievement of educational equity.

Educational Organizations and Local Communities

The Educational Organization and Local Communities Division supports activities to improve the organization and management of educational institutions and their inter-relationships with the communities they serve.

Awardee	FY 1982 Amount	Period Covered By Award	Contract Grant No.
Atlanta University Atlanta, GA	$ 14,999	7/82-10/82	400820010
Larry Cuban Arlington, VA	11,670	10/81-9/82	NIEG810024
Research for Better Schools Philadelphia, PA	29,021	10/81-9/82	NIEG810030
Sara Freedman Cambridge, MA	10,000	2/82-8/82	NIEG810031
University of Massachusetts Amherst, MA	36,797	10/81-9/82	NIEG810056
University of Kansas Lawrence, KS	103,000	6/82-5/83	400810017
National Academy of Sciences Washington, DC	57,070	5/82-8/82	400810018
High/Scope Educational Research Foundation Ypsilanti, MI	22,033	6/82-8/82	NIEG800046
University of Lowell Lowell, MA	23,491	10/81-9/82	NIEG800145
University of Alaska Fairbanks, AK	75,000	10/81-9/82	NIEG800147
Abt Associates Cambridge, MA	24,694	7/82-12/82	400800027
Yale University New Haven, CT	73,674	9/82-8/83	NIEG8000151
University of Oregon Eugene, OR	89,962	9/82-9/83	NIEG800110

Educational Policy and Organization

General

Awardee	FY 1982 Amount	Period Covered By Award	Contract/ Grant No.
Courtesy Associates Washington, DC	$ 30,090	10/81-9/83	400810015
Dingle Associates Washington, DC	28,742	11/81-9/82	400790035
Various	61,322	10/81-9/82	Various

Description

The purpose of this project was to provide a forum for collaboration among private black colleges which have undergone a systematic assessment of their functions. The participants shared views, exchanged experiences, and discussed findings of the management improvement program.

This project examined the teaching methods employed over two major educational reform periods: the progressive era (1920-1940) and the open education movement of the 1960's. The project will also address current prospects for change.

This study of 45 schools in eastern Pennsylvania examined differences in the ways these schools operate in regard to decisionmaking, communication, rule enforcement, and reward structures.

This study examined the perceptions of female elementary-school teachers concerning the ways in which school structure affects their professional and personal lives.

This study examined the attitudes of community college faculty toward their work and their institutions and analyzed the effect of those attitudes on teaching.

A series of eight case studies and a synthesis of existing research on the question of how small rural school districts provide special education services.

This project synthesized and assessed existing research on the influence of media, the family, community institutions, and schools on the educational achievement of children.

The study examined the mechanisms that operate in schools which tend to maintain continuity and stability.

The project examined various responses to enrollment decline and the effects of enrollment decline on relations among teachers.

The study examined the consequences of decentralization of education to the local level in rural Alaskan communities with various governance structures and kinds of populations.

The study analyzed what happens in 12 districts as school boards and school personnel shift from junior high to middle schools. The research will result in a guide for practitioners and local policymakers.

The research project proposes to examine the creation, development, and effectiveness of educational services centers (ECS). These are innovative arrangements for the delivery of specialized educational services to local school districts.

This project will provide research-based training for administrators in institutional functions, optional policy management for the educational labor market, and the impact of collective bargaining on the cost and quality of public education.

Description

The contractor will provide support for planning conferences, study group review meetings, and report preparation, etc.

This award provided support for planning conferences, grants seminars, study group meetings, etc.

Funds were provided for the preparation of planning papers; review, publishing, and editing of reports; peer review of proposals and other small procurements related to accomplishments in the EPO mission.

Dissemination and Improvement of Practice

The thrust of the Dissemination and Improvement of Practice program is to enhance the quality of education through efforts to improve the dissemination and use of research findings by teachers, administrators, and policymakers.

Research and Educational Practice

The Research and Educational Practice Unit seeks to develop new strategies for identifying successful ways of communicating and using knowledge to improve educational practice.

Awardee	FY 1982 Amount	Period Covered By Award	Contract/ Grant No.
Grants for Research on Knowledge Use and School Improvement: The program explores how knowledge resources (new practices, ideas, materials, technologies, and curricula) become part of the daily operations of the Nation's elementary and secondary schools and what influences their acceptance, use, or rejection; and how schools adapt to these changes.			
University of North Carolina Chapel Hill, NC	$ 71,826	1/82-12/82	NIEG810015
Abt Associates, Inc. Washington, DC	55,447	11/81-7/82	NIEG810016
The Huron Institute Cambridge, MA	56,998	2/81-1/82	NIEG810017
Ontario Institute for Studies in Education Toronto, Ontario, Canada	82,618	2/82-1/83	NIEG810020
TDP Associates, Inc. Newton, MA	117,517	2/82-1/83	NIEG810025
Information Marketing Indicators Informetric, Inc. Monticello, IL	9,950	9/82-9/83	NIEG820083
Program Studies: Research and Educational Practice (REP) contracts for a series of studies that focus on activities in all DIP program areas as targets of research. The goal of these studies is to identify beneficial approaches and improve understanding of the processes associated with successful dissemination and practice improvement.			
Network of Innovative School, Inc. Andover, MA	$ 100,000	6/82-5/83	400820008
Inter-America, Inc. Rosslyn, VA	194,003	12/81-11/82	400810001
Abt Associates, Inc. Cambridge, MA	285,080	10/81-9/82	400810020

Description

Types of knowledge and the sources of such knowledge used in the development of early childhood programs in elementary schools will be analyzed in rural and urban districts (24 sites). Particular attention will be given to developmental needs of minority children.

Twelve knowledge utilization studies will be analyzed for the methodologies employed and the ways in which evidence and conclusions are linked. Methodological recommendations for future research will result.

The project will investigate the nature of information related to practice improvement that teachers and administrators believe they need and will explore how these beliefs and perceptions are shaped by the practitioners' work and work settings.

This project will study how area superintendents, principals, teachers, etc. view school board policy on ethnic relations and how perceptions of teachers affect the shaping and implementation of policy in schools and classrooms.

This project studies locally initiated staff development projects and their knowledge use patterns in many sites in Massachusetts.

This award provides support for the subscription to Information Marketing Indicators Services for first two quarterly analyses of volume, distribution, and cost of online computer searches of all major data bases in the U.S., including searches of the ERIC data base.

The purpose of this study was to describe how different types of information service providers use information resources, including ERIC, to meet the needs of their clients. Special emphasis was placed on identifying and explaining factors that influence their policies and practices of selecting and using ERIC resources.

This project was funded to eliminate NIE demonstration of projects designed to increase the participation of minorities and women in educational R&D.

This study identified successful features of three NIE-sponsored regional and state dissemination programs, as well as ways of strengthening these and other dissemination programs in education.

Regional Programs

Dissemination Capacity Building Grants to State education agencies (SEA's) provide support to develop and strengthen the dissemination and use of educational knowledge by States, including technical assistance provided by SEA staffs to aid local education agencies (LEA's) in the use of the results of educational R&D to improve educational practice.

Awardee	FY 1982 Amount	Period Covered By Award	Contract/ Grant No.
Program Studies: Research and Educational Practice (REP) contracts for a series of studies that focus on activities in all DIP program areas as targets of research. The goal of these studies is to identify beneficial approaches and improve understanding of the processes associated with successful dissemination and practice improvement.			
Arizona State Department of Education Phoenix, AZ	$ 34,865	6/82-6/83	NIEG780009
Arkansas State Department of Education Little Rock, AR	76,950	2/82-2/83	NIEG800023
Hawaii State Education Agency Honolulu, HI	90,563	12/81-11/82	NIEG780234
Indiana Department of Public Instruction Indianapolis, IN	63,856	5/82-5/83	NIEG800018
Louisiana State Department of Education Baton Rouge, LA	78,596	2/82-2/83	NIEG800019
Maine State Department of Education Augusta, ME	76,611	7/82-6/83	NIEG800025
Maryland State Department of Education Baltimore, MD	79,616	2/82-1/83	NIEG780232
Mississippi State Department of Education Jackson, MS	60,038	2/82-2/83	NIEG800020
Nebraska State Department of Education Lincoln, NE	51,038	5/82-2/83	NIEG780013
Virgin Island, Department of Cultural Affairs Saint Thomas, VI	67,500	6/82-5/83	NIEG780016
D.C. Public Schools Washington, DC	55,283	8/82-7/83	NIEG800026
Oklahoma State Department of Education Oklahoma City, OK	47,368	12/81-11/82	NIEG780014
Pennsylvania State Department of Education Harrisburg, PA	79,234	11/81-10/82	NIEG780200
South Dakota Department of Education Pierre, SD	59,115	7/82-6/83	NIEG800017
Tennessee State Education Agency Nashville, TN	46,090	11/81-10/82	NIEG780199
Utah State Board of Education Salt Lake City, UT	47,482	11/81-10/82	NIEG780015
Vermont State Department of Education Montpelier, VT	68,850	3/82-2/83	NIEG700024
Washington State Department of Education Olympia, WA	64,800	7/82-6/83	NIEG800021
Wisconsin State Department of Public Instruction Madison, WI	71,450	2/82-1/83	NIEG780019

Description

State Dissemination Capacity Building Grants

Awardee	FY 1982 Amount	Period Covered By Award	Contract/ Grant No.
Demonstrating Regional Assistance Strategies. In two regions of the country not fully served by regional educational laboratories, the State education agencies and others have joined to form cooperative organizational arrangements that assist practicing educators. These projects provide knowledge dissemination, research on regional problems, and other services similar to those provided by R&D labs in other regions of the country.			
Northeast Regional Exchange Chelmsford, MA	$ 315,000	1/82-12/83	NIEG820017
American Association of School Administrators Washington, DC	5,006	6/82-5/83	NIEG720021
Southeastern Regional Council for Educational Improvement Research Triangle Park, NC	402,263	3/82-[illegible]3	NIEG8[illegible]0050
Collaborative Efforts to Improve Urban Schooling. These contracts explore different collaborative approaches to helping local schools in major urban districts solve locally defined problems through application of research and development information.			
Alabama State Department of Education Montgomery, AL	60,000	3/82/2/83	400810008
Michigan State University East Lansing, MI	59,224	2/82-12/82	400810010

Information Resources

To improve systems for collecting and improving the accessibility of educational information to the public, teachers, administrators, and especially key equity audiences.

Awardee	FY 1982 Amount	Period Covered By Award	Contract/ Grant No.
The *Educational Resources Information Center* (ERIC) is a national information system whose primary purpose is to provide ready access to descriptions of exemplary programs, research and development efforts, and related information that can be used in developing more effective educational programs. Clearinghouses in the ERIC system focus on particular subjects, as follows.			
Syracuse University Syracuse, NY	$ 212,217 40,317	1/82-12/82 1/82-12/82	400820004 400770015
George Washington University Washington, DC	239,000 289,997	6/82-5/83 9/82-8/83	400820009 400820011
Council for Exceptional Children Reston, VA	261,565	9/82-8/83	400810031
Educational Testing Service Princeton, NJ	233,897	1/82-12/82	400780003
Ohio State University Columbus, OH	248,974	1/82-12/82	400780004
University of Michigan Ann Arbor, MI	240,000	1/82-12/82	400780005
Social Science Education Consortium Boulder, CO	253,910	1/82-12/82	400780006
University of Oregon Eugene, OR	244,000	1/82-12/82	400780007
University of Illinois Urbana, IL	216,000	1/82-12/82	400780008
American Association of Colleges for Teacher Education Washington, DC	257,882	2/82-1/83	400780017

Description

This award provides technical assistance, training support, and information dissemination services for Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, and Vermont.

This project supports the efforts of the American Association of School Administration in the development of a set of programs based on research outcomes as a portion of the agenda for the Association's instructional leadership conference.

This project demonstrates and tests ways of providing policy analysis, research, and dissemination services to the State education agencies of 10 Southeastern states: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, and Tennessee.

This project is exploring ways to strengthen cooperative relationships between this SEA and two major urban LEA's (Birmingham and Mobile Co.) to promote improved local practice through the application of R&D knowledge.

This project demonstrates collaborative planning among State and local educators and university researchers and shows how the application of research knowledge can improve individual schools in Detroit.

Description

ERIC Clearinghouse on Information Resources

ERIC Clearinghouse in management operation and use of libraries and technology to improve their operations

ERIC Clearinghouse on Languages and Linguistics

ERIC Clearinghouse on Higher Education

ERIC Clearinghouse on Handicapped and Gifted Children

ERIC Clearinghouse on Tests, Measurements, and Evaluation

ERIC Clearinghouse for Science, Mathematics, and Environmental Education

ERIC Clearinghouse on Counseling and Personnel Services

ERIC Clearinghouse on Social Studies/Social Science Education

ERIC Clearinghouse on Educational Management

ERIC Clearinghouse on Elementary and Early Childhood Education

ERIC Clearinghouse on Teacher Education

Awardee	FY 1982 Amount	Period Covered By Award	Contract/ Grant No.
New Mexico State University Las Cruces, NM	$ 247,288	4/82-4/83	400780023
Ohio State University Columbus, OH	330,000	9/82-9/83	400810035
National Council of Teachers of English Urbana, IL	296,896	6/82-3/83	400780026
University of California Los Angeles, CA	197,091	9/82-9/83	400780038
Columbia University New York, NY	249,361	9/82-9/83	400820012
Other awards related to ERIC:			
Operations Research, Inc. (ORI) Bethesda, MD	744,798	10/81-9/82	4008100031
Computer Microfilm International Corporation Arlington, VA	59,855	6/82-5/83	400790031
The NIE Library is the Federal library for educational research. It provides technical resources along with reference and information retrieval services to the Department of Education as well as other Federal agencies and the general public.			
Lockheed Missiles and Space Company Sunnyvale, VA	35,000	10/81-9/82	400820001
Maxima Corporation Bethesda, MD	110,584	3/82-9/82	400820003
Turner Subscription Agency, Inc. New York, NY	23,722	12/81-11/82	400800018

Dissemination and Improvement of Practice

General

Awardee	FY 1982 Amount	Period Covered By Award	Contract/ Grant No.
Facilitating Communication with Practicing Educators: These projects provide opportunities for practicing educators to become acquainted with the results of research sponsored by NIE and others, to review funding proposals submitted to the Institute, to advise program staff on emerging research and dissemination issues, and to participate in other aspects of program planning.			
Courtesy Associates Washington, DC	$ 32,756	10/81-9/82	400810015
Dingle Associates Washington, DC	50,542	10/81-9/82	400790035
Foundation for Oregon Research and Education Portland, OR	25,000	9/82-4/83	NIEG820023
Various	271,528	10/81-9/82	Various

Description

ERIC Clearinghouse on Rural Education and Small Schools

ERIC Clearinghouse on Adult, Career, and Vocational Education

ERIC Clearinghouse on Reading and Communication Skills

ERIC Clearinghouse for Junior Colleges

ERIC Clearinghouse on Urban Education

This award provides support for central processing and reference services for the Educational Resources Information Center (ERIC).

Document reproduction services which provide, in either microfiche or hard copy format, the full texts of reports in the ERIC collection. Produces and distributes microfiche of ERIC documents monthly to over 700 customers.

The contractor will provide NIE a high-speed CRT terminal communicating over a Lockheed-supplied leased dedicated network and data set.

This project will provide technical services to the NIE Library.

This award provides purchases for miscellaneous small books, library periodicals, subscriptions, and services, etc.

Description

Contractor provides conference support and technical assistance for a series of study group meetings for a network of urban school superintendents.

Support for technical assistance to conduct regional research and development workshops and seminars.

Provide partial support to sponsor a meeting of public and private sector leaders to explore problems in the educational system, the scales of various groups in solving them, and improved use of research information.

Preparation of planning papers, reports, reviews, and other miscellaneous small procurements for existing or proposed projects.

Unsolicited Proposal Program

Awardee	FY 1982 Amount	Period Covered By Award	Contract/ Grant No.
University of California Berkeley, CA	$ 62,477	4/82-3/83	NIEG820018 (EPO)*
University of Michigan Ann Arbor, MI	80,000	5/82-4/83	NIEG820019 (T&L)
Center for Action Research Boulder, CO	77,000	7/82-6/83	NIEG720020 (T&L)
University of Missouri Columbus, MO	20,061	7/82-6/83	NIEG820022 (DIP)
Rand Corporation Santa Monica, CA	79,993	8/82-7/83	NIEG820023 (EPO)
University of Illinois Champaign, IL	67,851	11/81-10/82	NIEG810002 (T&L)
Education Design Group Syracuse, NY	19,091	11/81-10/82	NIEG810007 (T&L)
Georgia State University Atlanta, GA	98,761	9/82-9/83	NIEG820029 (T&L)
California State University Long Beach, CA	52,780	12/81-5/82	NIEG810011 (T&L)
American Federation of Teachers Washington, DC	180,000	1/82-12/82	NIEG810021
Northwestern University Evanston, IL	49,731	2/82-1/83	NIEG810029 (T&L)
University of Pennsylvania Philadelphia, PA	17,998	10/81-2/82	NIEG810035 (T&L)
University of New Hampshire Durham, NH	92,952	3/82-3/83	NIEG810040 (T&L)
University of Michigan Ann Arbor, MI	8,000	10/81-6/82	NIEG810065 (T&L)
University of Michigan Ann Arbor, MI	71,396	4/82-2/83	NIEG810066 (EPO)
Washington State University Pullman, WA	31,806	9/82-9/83	NIEG820026 (T&L)
National Public Radio Washington, DC	62,602	4/82-3/83	NIEG810067 (DIP)
California State College San Bernardino, CA	62,259	7/82-6/83	NIEG810097 (T&L)
New York Public Schools Brooklyn, NY	35,000	7/82-6/83	NIEG810099 (DIP)
University of Illinois Urbana, IL	34,451	4/82-3/83	NIEG800015 (T&L)
Vanderbilt University Nashville, TN	60,000	2/82-1/83	NIEG800028 (T&L)

*Office that monitors award

Description

This project will examine what is happening to school and out-of-school services for children provided by municipalities in four States that have adopted fiscal containment measures.

This research is designed to improve children's reading comprehension skills.

This study will employ the assumptions and methods of rate theory to guide the description and analysis of the instructional leadership dimensions of secondary school administrators in order to advance the understanding of administrators' influence on teaching and learning in secondary schools and to inform a practical program of training and support.

This study will involve the documentation and analysis of factors in knowledge synthesis acctvities and how these factors influence the quality and usefulness of the outcome.

This research project will explore how teachers approach their work and how they cope with policies intended to affect their behavior.

The study will examine the quality of computerized testing of achievement, with consideration given to how to improve such testing.

The purpose of this study is to examine how women elementary-school teachers view their work, what they value and criticize about their profession, and how they negotiate work interests with family expectations.

This study is designed to determine in what ways supervisors' ratings of teachers can predict how effective teachers will be in promoting student growth.

This grant will support research on effective writing instruction at the postsecondary level.

This project will test a mechanism for disseminating needed research on teacher effectiveness and classroom management in at least three local teacher union sites.

This project will investigate the attrition process in mathematics among male and female students at the university level. In addition, the study will examine the reasons why students drop mathematics.

The project will review research and conduct a study to determine how and to what extent learners in grades 2 through 7 and their families use, sustain, and develop literacy skills in their home and community environments.

This project will study the relationship between individual and institutional stages of development in relation to questions dealing with change in ideologies, theory, and practice of teaching.

This project will perform a secondary analysis of an existing data base of 7,000 children, ages 9 to 12, in seven cities around the country in order to ascertain racial and/or ethnic patterns in children's behavior and opinions.

This research examines the problem of displaced teachers, with particular attention to the comparative effects of displacement on different groups, the effect displacement has on long-term commitment to teaching, and the relative teaching ability of those displaced.

This project will focus on the problems of remedial writers at the college level to determine what latent skills these students possess and to develop these skills more efficiently.

The purpose of this project is to disseminate information on educational issues to educators and to the public on a regular basis by means of radio broadcasts, written transcripts, and audio cassettes.

This project will attempt to determine what information young children process and remember from watching television.

Through collaborative relationships among local research, policy, and practice communities, this study will improve the quality and relevance of educational research undertaken by New York City area researchers.

Development of an elementary-school testing program and classroom teaching activities that eliminate test bias which may result from lack of motivation.

Research on differences in cognitive skills and strategies of good and poor learners and on the effectiveness of an instructional enrichment program in modifying poor learners' skills.

Awardee	FY 1982 Amount	Period Covered by Award	Contract/ Grant No.
University of California Los Angeles, CA	$ 54,269	8/82-7/83	NIEG800133 (EPO)
California State University and Colleges Foundation Long Beach, CA	129,097	9/82-8/83	NIEG820024 (T&L)
Judith Langer San Francisco, CA	28,375	9/82-8/83	NIEG820025 (T&L)
Stanford University Stanford, CA	105,339	9/82-8/83	NIEG820027 (T&L)
Kent State University Foundation	56,420	9/82-8/83	NIEG820028 (T&L)
University of the District of Columbia Washington, DC	48,010	9/82-8/83	NIEG820037 (T&L)
Des Moines Independent Community School District Des Moines, IA	11,330	9/82-8/83	NIEG820030 (T&L)
Unicon Research Corporation Santa Monica, CA	89,919	9/82-8/83	NIEG820034 (EPO)
Temple University Philadelphia, PA	74,565	9/82-8/83	NIEG820039 (EPO)
Bentley College Waltham, MA	24,050	9/82-8/83	NIEG820033 (EPO)
Florida Atlantic University Boca Raton, FL	17,113	9/82-8/83	NIEG820035 (EPO)
Washington University St. Louis, MO	44,030	9/82-8/83	NIEG820036 (EPO)
Northwestern University Evanston, IL	97,791	9/82-8/83	NIEG820040 (EPO)
University of Lowell Lowell, MA	23,000	9/82-8/83	NIEG800145

Office of The Director

Awardee	FY 1982 Amount	Period Covered By Award	Contract/ Grant No.
Project reviews for Educational Laboratories and Centers	$ 12,150	10/81-9/82	Various
Unsolicited Proposal Program	12,875	10/81-9/82	Various
U.S. Dept. of Agriculture Washington, DC	50,000	10/81-9/82	NIEIA82007
U.S. Information Agency Washington, DC	50,000	10/81-9/82	NIEIA82008

Description

A comparative study of three related issues in post-secondary education research: equity, diversity, and competence.

This research will examine a diverse sample of college writing programs to describe program options for various students in various settings.

This project will investigate the reading and writing relationship, based on the premise that the strategies used successfully in one domain may also contribute to successful performance on similar tasks in the other domain.

This study will examine the use of writing assignments to integrate new information with previous knowledge and experience as part of the secondary school curriculum.

This project entails studies which will examine the cognitive processes used by skilled readers in comprehension and the acquisition of these processes.

The purpose of this research is to identify the factors which distinguish Black adolescents who do well in school from those who do not, and to determine to what extent the unique features of the successful student are a function of their degree of encapsulation in the Black Fictive Kinship system.

This study will test and expand upon a standard model proposed by the National Board of Medical Examiners, within the context of the Des Moines Public Schools Title I Mathematics Program, regarding the process of conducting educational needs assessments to identify educationally deprived children within ESEA Title I schools.

This project is a study of determinants of earning patterns for persons with postsecondary education and will explore linkage between those patterns and enrollments in colleges and universities.

This project is concerned with increasing knowledge of federalism as the organizing principle of American government, thereby improving the teaching of citizenship education.

This research project will explore and more clearly define the presence of a training cycle in the development of occupational skills.

The objective of this study is to examine the consequences of attendance at postsecondary educational institutions which vary in organizational type for students, educational careers, and their long-term educational and occupational goals.

This project will examine case studies of districts and schools in one State which mandates testing and one in which districts have elected voluntarily to use minimum competency tests.

This research will examine a diverse sample of college writing programs to describe program options for various students in various settings.

This study will investigate how declining pupil enrollments and the likelihood of reductions in staff (RIF) affect the colleague relationship of teachers.

Description

Support for congressionally mandated external reviews of long-range work proposals from the 17 regional educational laboratories and national research centers.

Support for external review of proposals submitted for funding through NIE "Unsolicited Proposals Program."

Support for a joint project between NIE and the Korean Ministry of Education where each sponsored a 10-person delegation of educational specialists to learn about progress and developments, exchange curriculum materials, and explore possibilities for joint research in such areas as: vocational education, adult education, computer-assisted instruction, education for the handicapped; science education, educational testing, preschool education, and educational television.

Support for a joint research project between NIE and the Minister of the Republic of China to further implement NIE's mandated priorities for improvement in student achievement in basic educational skills, including reading and mathematics and "encouraging the study of language and cultures and addressing both national and international education concerns."

Educational Laboratories and Research and Development Centers

NIE provides major support for a group of 17 educational laboratories and research and development centers located throughout the country. The original university-based research and development centers were created under provisions of the Cooperative Research Act of 1963. The regional educational laboratories were funded under provision of the Elementary and Secondary Education Act of 1965.* These institutions maintain multidisciplinary staffs and specialized facilities for conducting research, development, evaluation, and training. Many of the institutions have a substantive mission focus (e.g., reading, school organization, and vocational education). Others have strong regional ties. Their expertise spans early elementary through adult education and basic research through product development and dissemination. All have experience performing both small-scale projects and large multi-year programs.

Awardee	FY 1982 Amount	Period Covered By Award	Contract/ Grant No.*
Appalachia Educational Laboratory, Inc. (AEL) Charleston, WV	$ 665,797 836,743	9/82-9/83	400800101 NIEG800101
CEMREL, Inc. St. Louis, MO	2,264,492 129,180	9/82-9/83	400800102 NIEG800102
Center for Education Policy and Management (CEPM) University of Oregon Eugene, OR	810,000	9/82-9/83	NIEG810010
Center for Social Organization of Schools (CSOS) Johns Hopkins University Baltimore, MD	1,213,000	9/82-8/83	NIEG800113

*Although the labs are funded by contract, they also receive grants for institutional support.

Description

AEL's mission is to improve education and educational opportunities for those who live in the laboratory's primarily nonurban region. The lab provides two major types of service: dissemination and short-term regional services, such as technical assistance in long-term (3- to 5-year) research and demonstration activities in specific substantive areas identified as high priority by the region's educators and citizens.

CEMREL's primary mission is to improve the effectiveness of instruction in its region's schools by: the development and application of curricula and instructional systems based upon relevant research in the social and behavioral sciences; systematic instructional analysis by scholars in the major content areas; the application of systems analysis and planning to the development of curricula and the organization and management of instruction; careful assessment of individual learners and learning outcomes; and the use of new and promising instructional technology. With its NIE funds, CEMREL conducts projects on mathematics, arts and humanities, urban education, training for women and minorities, teaching strategies, and dissemination.

CEPM's mission is the conduct, synthesis, and dissemination of research directed toward improving the performance of elementary and secondary schools through the use of policy and management tools. This center has recently sharpened its mission to focus more directly on the effects of administrative policies and management practices on the conduct of education. Much of its current effort is devoted to defining the relationship between policy, management, and outcomes. This effort requires review of the literature on: student outcomes and instructional processes; teacher behavior and how it is shaped by such immediate factors as curriculum, instructional technology, work resources, and incentives; facets of organization and administration that shape those immediate factors; and the broad setting of community preferences, governance, and professional expectations within which local education takes place. This intensive review will produce a research agenda for the center and should stimulate scholars elsewhere as well.

CSOS's mission is to produce useful knowledge on how changes in the structure and organization of schools influence student learning, attitudes, and success in adult roles. To carry out its mission, the center is organized into four programs, each of which focuses on a specific class of outcomes and a particular level of educational organization. The School Organization Program studies variation in the structure of classrooms and schools and their effects on immediate student outcomes, such as academic achievement and aspirations. The School Processes/Career Development Program examines schools and school systems and their effects on long-term student outcomes, such as higher education, careers, and job satisfaction. The School Desegregation Program studies school organization in relation to immediate outcomes (positive student relations, minority academic achievement) and long-term consequences (social mobility of minorities). The Delinquency and School Environment Program examines the relationship of the social organization of schools and in-school and later-life delinquency. Another program brings in young women and minority researchers for a year of collegial work with the center's research staff.

Awardee	FY 1982 Amount	Period Covered By Award	Contract/ Grant No.
Center for the Study of Evaluation (CSE) University of California Los Angeles, CA	$ 878,000	9/82-8/83	NIEG800112
Learning Research and Development Center (LRDC) University of Pittsburgh Pittsburgh, PA	2,364,270	9/82-9/83	NEIG800114
Mid-Continent Regional Educational Laboratory (MCREL) Kansas City, MO	639,453 150,736	9/82-9/83	400800104 NIEG800104
Far West Laboratory for Educational Research and Development (FWL) San Francisco, CA	2,078,714 396,286	9/82-8/83	400800103 NIEG800103
Institute for Research on Educational Finance and Governance (IFG) Stanford University Stanford, CA	1,170,000	9/82-8/83	NIEG800111
National Center for Higher Education Management Systems (NCHEMS) Boulder, CO	1,465,000	9/82-8/83	400800109
National Center for Research in Vocational Education (NCRVE) Ohio State University Columbus, OH	1,047,750	9/82-8/83	NIEG810022

Description

CSE's mission focuses on education testing and evaluation. Using diverse social science frameworks, CSE conducts research on the use of evaluation and testing information in educational settings from the preschool through the university. CSE's goals include the identification of conditions under which evaluation and test information lead to improved educational programs and the generation of improved statistical and testing methods. Much of CSE's work in information use and educational improvement has focused on issues facing educators at the State and local levels. Recent CSE research concentrates on new and more valid ways of testing literacy and writing ability. Other research projects are studying such fundamental issues as fairness and validity of tests and the costs and benefits of testing and evaluation programs at the Federal, State, and local levels. A program of basic research to pinpoint indicators of school effectiveness is currently under development.

LRDC's research addresses two topics: the processes of learning and the processes of schooling. Pervading both lines of work is a common theme, a concern with understanding how knowledge and skill are acquired in various school content areas. Research on the processes of learning focuses on understanding the nature and development of expertise within and across school subject matter areas, including reading, mathematics, science, and general learning skills. Research on the processes of schooling is concerned with understanding the contexts within which school learning occurs, that is, the ways in which school and family variables influence the learning process. The work on schooling includes three sets of activities: a program of research on social learning, a program of research on how natural variations in schooling processes affect learning, and the development and testing of an educational model which puts into practice the center's ideas about facilitating learning.

McREL's mission is to improve educational practice in its region, with particular attention to those who traditionally have received a poorer quality of education than the general population. The primary beneficiaries of McREL's work are: minorities, the handicapped, women, and persons in small, isolated, or rural schools. McREL employs three strategies for increasing and improving the use by practitioners of research and experience-based knowledge; knowledge dissemination and utilization, the development of knowledge about educational practice in the region, and development of the capabilities of individuals and organizations in the region to receive and use knowledge for practice improvement.

FWL's mission is to contribute to improvement in the quality of learning experiences that support the values and functions of a humanistic society. FWL carries out this mission by conducting four types of activities: (1) the production of new knowledge through research; (2) programmatic development leading to new high-quality products or processes that will serve the needs of all learners, with particular attention to programs concerned with processes of quality teaching and learning, use of the outcomes of educational research and development, education as it relates to work, and education for a pluralistic society; (3) technical assistance in support of quality education for those who seek or need such service; and (4) the maintenance of an impartial environment where educational issues can be confronted and assessed.

IFG's mission focuses on the origins, implementation, and consequences of different finance and governance arrangements in the educational sector. The center conducts basic and applied research on the fiscal, political, legal, and organizational processes of elementary, secondary, and postsecondary education in the public and private sectors. In particular, the equity and efficiency implications of various finance and governance arrangements are addressed through programs on categorical grants in education, alternative structures of governance, and law and education. The center provides information to a wide audience of Federal, State and local practitioners and policymakers on such topics as financing special education, the impact of tax and expenditure limitations on educational services, the consolidation of Federal grants, bilingual education programs, and tuition tax credits.

NCHEMS's mission is to improve planning and management in colleges, universities, and State agencies of higher education through research, development, and assistance activities. The center is organized into five programs. The Planning and Finance Program is developing methods of strategic planning for institutions to use in the current environment of declining resources, as well as conducting research on new State funding formulas that are based on principles of marginal cost. The Information for Management Program is developing a series of indicators of the status of higher education in such areas as the costs to students of going to college, student retention and academic preparedness, student participation in different types of post-secondary education, and State financing of higher education. Organizational Studies is a new program of basic research on decisionmaking processes in institutions of post-secondary education. The Management Development program provides training for administrators in management techniques and leadership through a summer institute and through shorter seminars. The National Resource Program complements these program activities through providing resources for visiting scholars and interns, for planning and evaluating the center's programs.

NCRVE is conducting a 4-year research program on employability that will describe and analyze the various sectors of society that prepare youth for employment. The purpose is to arrive at recommendations on how to efficiently and equitably assist youth in developing employability competencies. The research is organized into three projects: (1) study of linkages between educators and employers that is focused on how well educational goals match employment requirements, (2) study of factors that consistently place some youth at high risk of school failure and persistent unemployment, and (3) study of approaches to assessing and documenting the employment competencies of youth. A final project is the Resource and Referral Service, which is developing a data base of available educational information resources.

Awardee	FY 1982 Amount	Period Covered By Award	Contract/ Grant No.
Northwest Regional Educational Laboratory (NWREL) Portland, OR	$2,861,238 115,961	9/82-8/83	400800105 NIEG800105
Research for Better Schools, Inc. (RBS) Philadelphia, PA	2,182,000 164,000	9/82-8/83	400800106 NIEG800106
Research and Development Center for Teacher Education (RDCTE) University of Texas Austin, TX	1,485,000	9/82-8/83	NIEG800116
Southwest Educational Development Laboratory (SEDL) Austin, TX	1,370,000 115,000	9/82-8/83	400800107 NIEG800107
Southwest Regional Laboratory (SWRL) Los Alamitos, CA	1,680,930 77,110	9/82-8/83	400800108 NIEG800108
Wisconsin Research and Development Center for Individual Schooling (WRDC) University of Wisconsin Madison, WI	2,007,000	9/82-8/83	NIEG810009

Description

NWREL's mission is to assist education, government, community agencies, business, and labor in improving quality and equity in educational programs and processes by: developing and disseminating effective educational products and procedures; conducting research on educational needs and problems; providing technical assistance in educational problem-solving; evaluating the effectiveness of educational programs and projects; providing training in educational planning, management, evaluation, and instruction; and serving as an information resource on effective educational programs and processes. With its NIE funding, the lab conducts projects on functional literacy, Indian reading and language studies, evaluation, applied performance testing, education and work, multicultural in-service training, training for women and minorities, rural education, regional research and development services, dissemination, competency-based education, and computer technology.

RBS's mission is to apply the results of educational research and development in improving elementary and secondary schools in its region. The lab works at the State and intermediate levels to provide information and training in the design and implementation of State-initiated school improvement programs. It works with local schools to build staff skills in planning, implementing, disseminating, and evaluating improvement programs. In basic skills, the emphasis is on turning research into practical day-to-day procedures for increasing student reading and math achievement. In career preparation, schools and communities are assisted in building capability to help youths decide about careers. The Regional Exchange program supplies research-based information and technical assistance to State-initiated school improvement programs. Evaluation services help agencies assess the effects of their programs, while field studies contribute to an understanding of how schools can change and be helped to improve.

RDCTE's mission is to conduct research and related activities in close collaboration with practitioners, policymakers, and researchers at all levels in the field of teacher education. The center aims to increase the validated knowledge bases underlying effective teaching and learning and successful implementation of research-based practices in a variety of settings. Specific research initiatives are focused on areas of major concern to practitioners in public schools and colleges. The center's projects include: research designed to increase knowledge bases regarding the effects of various kinds of teachers and teaching on various important dimensions of learning by students with different backgrounds, characteristics, and previous achievements; research on the effects of teacher education programs and practices on teachers; and research on the support and delivery systems required to assure high-quality implementation of research-validated practices by teachers and teacher educators who have differing concerns, characteristics, previous experience, and current perspectives.

SEDL's mission is to promote quality learning in its region by conducting research, developing educational products, and assisting other educational institutions. These activities address three broad goals: (1) meeting the educational needs of special populations, such as those with unique language or cultures, physical or mental exceptionality, or functional competency; (2) understanding and studying the conditions that influence learning and schooling both in and out of the school setting; and (3) linking potential users, such as teachers or State departments of education, with tested cost-effective educational products or strategies.

SWRL's mission is to develop fundamental, significant improvements in education and to conduct educational research to solve the problems and serve the needs of the public and private schools, colleges, and universities in its region. With its NIE funding, the lab conducts projects on operational quality and equality in education, basic skills instruction, bilingual-bicultural education, and participatory research and development.

WRDC has redefined its mission to focus on student diversity and the implications of diversity for schooling. Moving beyond an earlier focus on individual psychological differences and the individualization of teaching to respond to them, the center is now exploring the major differences among students which are important to teaching and school management. Research programs deal with: differences in student learning and development, especially development of language proficiencies and other basic skills; differences in the response of students to various classroom processes and teaching techniques; differences in students which require schools to manage and allocate resources to meet the needs of various groups; and differences in students which result in Federal, State, or local mandates to provide specialized services, often compounding the demands on local classrooms. The center's goal is to locate those differences among students which are most important to education and to explain how these differences can be met most efficiently and effectively by local schools.

Expenditures— U.S. Department of Education,

FY 1975, FY 1981, FY 1982

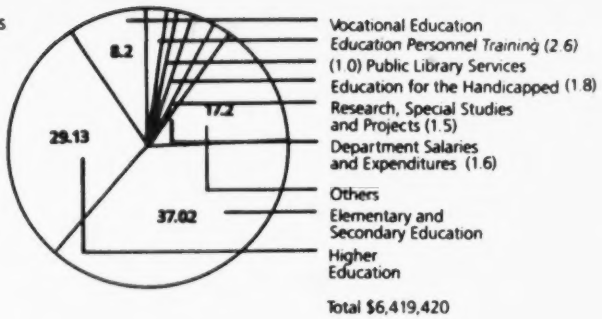
EXPENDITURES (OUTLAYS)			OBLIGATED FUNDS			
	FY 1975		FY 1981		FY 1982	
TOTAL (ED)	6,419,420	100%	15,018,573	100%	15,018,573	100%
Elementary and secondary education	2,376,221	37.02%	3,872,569	25.8%	3,699,517	24.6%
Higher education	1,869,711	29.13%	6,742,027	44.9%	6,886,607	45.8%
Vocational education	529,656	8.2%	976,208	6.5%	660,482	4.4%
Education personnel training	163,838	2.6%	46,227	0.3%	74,754	0.5%
Public Library services	62,362	1.0%	74,403	0.5%	71,520	0.5%
Education for the handicapped	115,242	1.8%	1,565,796	10.4%	1,010,710	6.7%
Research special studies & projects	98,867	1.5%	94,838	0.6%	77,425	0.5%
Department salaries & expenditures	100,650	1.6%	279,564	1.9%	283,906	1.9%
Subtotal	5,316,547		13,651,632		12,764,921	
Others	1,102,873	17.2%	1,366,941	9.1%	2,253,652	15.0%

Source: National Center for Education Statistics, Office of Management and Budget

U.S. GOVERNMENT PRINTING OFFICE : 1984 O - 455-416

Fiscal Year 1975

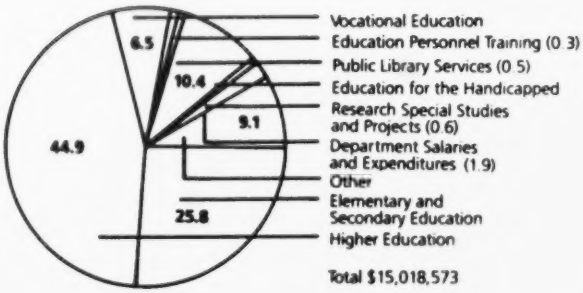
Office of Education Expenditures
(in thousands of dollars)



Total $6,419,420

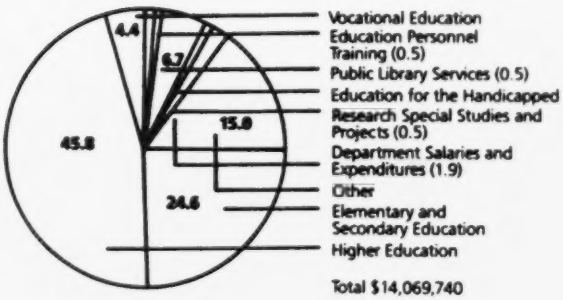
Fiscal Year 1981

U.S. Dept. of Education
Obligated Funds
(in thousands of dollars)



Total $15,018,573

Fiscal Year 1982



Total $14,069,740